

Continuance

Knowledge and Understanding Passing from Generation to Generation

Summer/Fall 2013



In this Issue:

The Intergenerational Summit on Why News Matters

A Tribute to Community Colleges

Lifelong Learning and Service Coalition

The Franklin Project: A New View of National Service

Commentary: *What kind of shoes do ghosts wear?*

"We make them feel better," said a group of kindergartners who beamed with pride about the joke books they prepared for patients in hospitals and doctors' offices.

What kind of shoes do ghosts wear?
BOOoooooots.

What did the judge say when five skunks walked into the courtroom?
Odor in the court!

This story and others in the *Anthology of Intergenerational Ideas and Examples* capture the vision of Generations Serving Generations; that is, developing an infrastructure of service so those willing to serve have the opportunity.

Sadly, we don't tap the abundance of talents and potential across generations, and as a result we may not excel in education, develop our workforce, or prepare for the aging of Illinois as well as we could.

Just as the kindergartners (Gen Z) gained from creating joke books, so can lifelong service address our most perplexing problems and unite Gen Y, Gen X, Boomers, Veterans the Greatest Generation and Gen Z in solving them.

A new intergenerational project from the McCormick Foundation has great promise to take on the challenges of technology and the changing platforms for news. On Aug. 14, five generations put their heads together in an Intergenerational Summit called *Why News Matters*. They developed ideas and made commitments

to spread the word about critical thinking skills needed to judge information. If you are challenged by the quantity and quality of news that comes into your life, you will find many simple suggestions on pages 5-31. On page 31 you will find outstanding resources, in particular, a *Why News Matters* website.

Why News Matters is an important new movement with extraordinary promise to mobilize people and bring greater understanding to technology. It is already producing results, as you will notice in the personal calls to action on pgs. 9-10.

This issue also pays tribute to community colleges, what Karen Anderson, the executive director of the Illinois Community College Board, calls hubs of learning, service and work for all ages, which is noted by several community college presidents on pg. 35. They recognize the economic potential of older generations to extend their talents and experience into retirement by serving one another and younger generations. Again, putting another brick in the infrastructure of service.

The Franklin Project, a new movement related to national service is described in an interview with Harris Wofford conducted by Brandon Bodor on page 22. The project proposes national service as a possibility for young people and could be a mighty contributor to the infrastructure of service for all generations.

Do you have a *ghosts' shoes* story to tell or one about intergenerational



Jane Angelis, editor, Continuanace

efforts or one that highlights individuals and communities spreading the word about *Why News Matters*? During the next year Generations Serving Generations will be gathering intergenerational stories for the *Anthology* about the many ways generations are supporting education, sharing workforce wisdom or making Illinois a great place to grow older. Stay tuned!

About the Cover:

The leaders of Generations Serving Generations celebrate the success of the Intergenerational Summit on *Why News Matters*. L to R: John Holton, director, Illinois Department on Aging; Peggy Luce, vice president, Chicagoland Chamber of Commerce, and Brandon Bodor, executive director, Serve Illinois Commission.

The photo highlights the unity and community that has been the driving force of Generations Serving Generations. Success in education, the workforce or daily living is based on people working together.

Sadly, we don't tap the abundance of talents and potential across generations.

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Generations Serving Generations Back Cover

Generations Serving Generations Hosts State Superintendent

Generations Serving Generations (GSG), a partnership of education, aging, business, service and community organizations hosted State Superintendent Christopher Koch during the GSG Quarterly Meeting on July 15 at the Illinois Department on Aging Chicago office. They talked about education trends like the Common Core Standards; the importance of service and barriers, such as background checks; and how older generations can help students succeed.

Generations Serving Generations was established through the National Governors Association Center for Best Practices in 2008 as the Illinois Policy Academy on the Civic Engagement of Older Adults.

Illinois was one of 14 states selected to participate in the project designed to increase the civic engagement of older generations through service, learning and work.

Built on strong intergenerational traditions in Illinois and vital partnerships with education, aging, service and the private sector, the original goals of GSG were to 1) build an infrastructure of involvement for those 50+ in work, learning and service, 2) communicate the importance of civic engagement to retirees, educators, employers and the public, and 3) develop policy and public support for civic engagement.

Welcome to New Members

Christopher Brown, reporter for True Star and student at Columbia College; Georgia Costello, representing the Illinois Community College Council of Presidents and president, Southwestern Illinois College, Belleville; Essence McDowell, reporter for Continuance Magazine; Joy Paeth, representing the Illinois Coalition of Area Agencies on Aging and executive director, Area Agency on Aging of Southwest Illinois; Onie Riley, African-American Family Commission; Julian Velasquez, student at Ruben Salazar Public School and Michael Walton II, reporter for True Star, Chicago.

Thank you to departing members, Michael O'Donnell, East Central Illinois Area Agency on Aging and Bob Mees, President Emeritus, John A. Logan College. Mike and Bob were pioneer members of Generations Serving Generations and helped build the foundation through their energy, ideas, and sense of humor.

The back cover presents the current members of the Generations Serving Generations leadership team.



L to R: State Superintendent Christopher Koch; Peggy Luce, vice president, Chicagoland Chamber of Commerce; Dr. John Holton, director, Illinois Department on Aging; John Hosteny, Illinois director, Corporation for National and Community Service; and Brandon Bodor, executive director, Serve Illinois Commission.

“A healthy 21st Century democracy relies on informed citizens with the ability to access and analyze information.” Clark Bell, McCormick Foundation

INTERGENERATIONAL SUMMIT ON *WHY NEWS MATTERS*

Chicago – On Aug. 14, members of five generations joined forces to spread the word about *Why News Matters*, a journalism initiative of the Robert R. McCormick Foundation that will help all ages judge the accuracy of information. Clearly, news literacy is a daunting communication challenge, but one much more attainable when generations are working together by building on civic and personal history. David Hiller, McCormick Foundation, said it well in his opening presentation for the Summit, “It’s getting all of us together, parents, kids, grandparents, friends, aunts, uncles into this conversation.”



What Generation Are You?

Generation Z: Born 2000-present
Generation Y: Born 1981-2000
Generation X: Born 1965-1980
Boomers: Born 1946-1964
Veterans: Born 1922-1945
Greatest Generation: Born before 1922

The Summit was developed by Generations Serving Generations, a public/private partnership dedicated to promoting civic engagement across generations. Of the 103 participants, the Boomers had the most, followed by Gen Y and Gen X, then the Veterans and 2 for Gen Z.

Generations (GSG) is working with the McCormick Foundation to create a greater awareness of news literacy across generations and provide information about the skills necessary to be wise consumers of news and information. Through the Network of Networks, GSG is spreading the word about news literacy and why it is important to all generations.

The story of the Intergenerational Summit on Why News Matters is told through photos by Mark Hallett, McCormick Foundation; Riza Falk, Erie Neighborhood House; Diana Collins Quinn, Youth Communication Chicago, and Jane Angelis, Continuance. The photos reveal the fun and sense of community developed when generations work together in a meaningful way.

GUEST COMMENTARY

A More Informed, News Literate and Engaged Citizenry

David Hiller, President and CEO
Robert R. McCormick Foundation

Why News Matters is a community-wide, multi-faceted approach to news literacy. The McCormick Foundation's mission with *Why News Matters* is to develop a more informed, news literate and engaged citizenry. By investing in news literacy programs, Chicagoans of all ages can become skilled critical thinkers, smarter news consumers and, ultimately, more engaged in their communities.

In addition to classroom and after-school instruction, the success of the three-year, \$6 million *Why News Matters* program will depend on public events and direct engagement at the community level. That's where Generations Serving Generations comes in.

News today can come from both mainstream and non-traditional sources. The value and importance of news is defined by the individual, their context and needs. At the community level, our progress indicators include the number of people reached, the awareness of local civics issues due to improved news literacy skills and increased civic engagement. Generations Serving Generations is helping our cause by establishing the impressive Network of Networks. The personal calls to action made by members of the

participating organizations are spreading the good word about what we do and how we do it.

I am certain that our benefactor, Col. Robert R. McCormick, would be proud of this effort and eager to lend his own strong commitment to the cause of *Why News Matters*. The McCormick Foundation is committed to fostering communities of educated, informed and engaged citizens. Through philanthropic programs (journalism, early childhood education, civics, veterans and communities), Cantigny Park and museums, the Foundation helps develop citizen leaders and works to make life better in Chicago.

The Foundation was established as a charitable trust in 1955 upon the death of Col. McCormick, the longtime editor and publisher of the Chicago Tribune. We are now one of the nation's largest foundations, with assets of about \$1.4 billion. Since its inception, the McCormick Foundation has made more than \$1 billion in grants, including nearly \$110 million in the field of journalism.

The Journalism Program, headed by Clark Bell, Mark Hallett and Jennifer Choi, recently announced \$7.4 million in new grants, including \$2 million in *Why News*



David Hiller
President and CEO
Robert R. McCormick Foundation

Matters funding. By January, more than 30 organizations will be joining Generations Serving Generations in presenting news literacy programs in Chicago. To learn more, visit whynewsmatters.org.

In addition to news literacy, the Journalism Program supports education and training of journalists, as well as initiatives that defend press freedoms, widen access to public information and increase government accountability.

BACKGROUND

About the Summit

Michael Walton II
Reporter for True Star

The Intergenerational Summit on *Why News Matters* was an excellent meeting of great thinkers that was highly valuable for everyone involved. The theme of news literacy was a great launchpad because it appealed not only to journalists, but also to people who would simply like to decipher fact from fiction in their daily news.

Two of the main topics discussed were the massive impact of technology and social media on news and the effect of the younger generations on the news. The different news outlets compete not only to be first to the news, but also to be the most up to date. Because of this incredible overexposure to information, it is now more important than ever to be news literate, and that is exactly what this summit stressed.

About News Literacy

News literacy is the ability to use critical thinking skills to judge the reliability and credibility of news reports and information sources. It enables citizens to become smarter consumers and creators of fact-based information. It helps them develop informed perspectives and the navigational skills to become effective citizens in a digitally

connected society. News literacy programs also emphasize the importance of news and information, the value of reliable sources and appreciation of First Amendment freedoms.

"The *Why News Matters* initiative builds on the strong news literacy youth and teacher training programs that have been the core of the McCormick Foundation's

journalism funding since 2009," says Clark Bell, director of Journalism for McCormick. "Since then, we've learned more about young people and how they access news and information. But we also have much to learn. In addition to our youth work, we hope to expand the initiative to engage broader Chicago-area audiences."



Opening Session of the Summit

Above: When Illinois Department on Aging Director John Holton introduced the Boomers, there was a great response as they stood and acknowledged their generation. While the Boomers were boisterous, the Millennials (**below**) were quickly on task. They started their discussion with questions about favorite songs or dances they had as teenagers, and leaders they admired. Then they considered questions that required critical thinking, such as "How can your generation spread the word about *Why News Matters*?"



Photo: Mark Hallett

A PERSONAL CALL TO ACTION

How will the 100-plus Summit participants spread the word about Why News Matters? First, two writers share their ideas about news in a community of generations. Then 40 of the Summit participants list their personal calls to action about how they will spread the word of Why News Matters.

The Beauty of Different Generations

Christopher Brown

Reporter for True Star & Columbia College student

Through life's journey, there always will be a moment of clarity that you have to obtain in order to prosper. However, sometimes you have to learn these moments from people who might not be of your own class. Sometimes, learning from someone before your time or after your time will give you the knowledge needed to move forward.

Why News Matters was an event where different generations of people came together to come up with new ideas to create better ways to spread news and information. For me, it was a special experience. Being part of Generation Y, I was able to appreciate the knowledge that the Baby Boomers had to give, and the other generations were just as informative.

Before I left that day, I learned that the methods that every age group brought to the table to better create news were puzzle pieces to make a superb method to tell the world about things that must be talked about. If different media outlets throughout the world would use this method to better the world of news and social media, things would be so different than they are now. But being part of the future generation that has to carry on the torch, this is something I'll carry with me. After all, this life is a learning process.

Each Generation Has a Preferred Way to Spread the Word

Louis Kosiba, Executive Director
Illinois Municipal Retiree Fund

Whether a Veteran, Boomer, Generation X or Generation Y, clear and concise messages are key



L to R: Louis Kosiba is a Boomer and Christopher Brown is a Millennial. The final session featured multi-generational discussions about how everyone could spread the word through a Personal Call to Action.

to effective communication. Each generation has a preferred "best way to spread the word." However, no generation is averse to personal contact (face-to-face or telephone) or the use of e-mail, and each generation has its special method for communicating with friends and family. As methods to communicate evolve with new technology, each generation recognized that "generational empathy" is necessary. One needs to understand how the person they wish to communicate with wishes to receive the message. No one size fits all and a "broad brush approach" fails to recognize or embrace the different ways of communicating. Finally, we discussed how Facebook has a great cross-generational appeal and provides a user-friendly way to stay in touch.

Individuals Spreading the Word about News Literacy

At 3:30 p.m. on Aug 14, participants from the Intergenerational Summit left the Conference Center on 77 W. Jackson and returned to their homes and offices in Chicago, Rockford, Chicago Heights, Springfield, and Washington, D.C. They were energized with ideas about how they would personally promote News Literacy and spread the word in their organizations and across generations. Read on . . .

Become more careful with the news I share and looking into what I read. Rachel Rush

Join a coalition to promote News Literacy. Vandana Dalal

Write a newsletter article about *Why News Matters*. Talk with five others and get them to come to another event. Carol Larsen

Spread the word and start a movement. Gloria Purnell

Help educate D.C. students about the importance of global knowledge and news literacy. Amanda Ottaway

Develop a media literacy training for volunteer tutors work with low-level literacy adults. Megan Wells

Have a news literacy program in the planning stages in one of the entities I'm involved with. Dr. Carolyn Vessel

Write 1 or 2 stories about news literacy (Our Urban Times.com). Work at producing authentic stories. Elaine Coorens

Research more before giving information. Teleza Rodgers

Inform at least 20 people why news matters. Yenya Salgado

Teach others everything I know and "practice what I preach." Penelope Martinez

Communicate with more youth and teens and begin to study more news carefully. Marvin Jernigan

Continue engaging, equipping and educating citizens in the state of Illinois via e-mail blast. Rev. Terry Weston

Enlighten my church officers and sorority to become more sensitive to news worthiness. Dr. Frances Carroll

Attempt to host a lesson on news literacy in my classes at Prairie State. Debra Ivory

Connect with key players and understand the mission. Connect with everyone and create a system so Project Exploration has an ongoing post. Syda Taylor

Share *Why News Matters* with my church affiliates. Tony Pierce

Learn as much about news literacy as possible and share my knowledge with others. Monica Yuquilima

Introduce *Why News Matters* and McCormick Foundation to True Star writers and take media literacy class to help with editorial writing. BraNae' Scott

Tell my friends/peers about this (on Facebook). Hopefully, have a job so I can teach this to Chicago's urban youth. Sarah Themel

Comment and spread news that I find interesting and other news that I think will make an impact on people. Julian Velazquez

Help everyone I know have a better conception of *Why News Matters*. Christopher Brown

Be mindful of exactly where news information comes from and identify someone who I trust on the mainstream news. Onie L. Riley

Plan to talk to board members and talk to other groups (e-mail) and learn more ways to communicate. Melinda LaBarre

Vary the sources of my news (not just relying on social media and TV) and even news from the opposing or other side (not just consuming information from sources that are aligned with my views). Lanette Garcia

Tweet conference highlights, publish a column regarding news literacy, contact Rockford Public Schools to offer proposal on teaching news literacy. Mark Baldwin

Bookmark news sources that are opposite bias of my perspective. Organize a "thought leader" discussion with foundation leaders to expand national service opportunities in news literacy. Brandon Bodor



The multi-generational discussions targeted the idea that both mainstream and non-traditional sources can be highly relevant. Responses were recorded on a flip chart for comparison with other groups. L to R: Cynthia Sandoval, Melinda LaBarre, Gloria Purnell, and Dora Ivory.

THE STORY ABOUT THE SUMMIT

Discuss news and analysis with my Wheaton-based family. Anon

Develop curriculum around what was discussed on news literacy and determine trusted news sources. LaRisa Lynch

Tell a friend, write a blog post on news literacy, and Twitter feed post news that matters. Ariel Ranieri

Teach students about news literacy. Marcie Hill

Have a Facebook group for teens to debate on major events. Kendrick Short

Connect youth communication people with potential H.S. student journalism people. Layton Olson

Write update to "Why Chambers of Commerce Support Citizen News Literacy Initiatives." Peggy Luce

Work with staff to get the word out and read the *Federalist Papers*. Louis Kosiba

Help ease my parents into the "social media age," and be able to judge the legitimacy of any article. Michael Walton II

Reach out to participants to invite some to present workshops at the Nov. 4 Tutor/Mentor conference and achieve greater collective effort in 2014. Dan Bassill

Read the Illinois Press draft of *News Matters* and provide feedback to David Porter and learn about Twitter. Julie DeLong

Post on our Facebook page and disseminate info about adult literacy at work. Brainstorm with others to develop ways of reaching low literate individuals. Anon

Look at news literacy with my new evaluation skills and make an effort to read 3 news stories each day via various media (newspaper, online etc.) Anon



Photo: Mark Hallett
Julian Velazquez, a student at Ruben Salazar Public School introduces speakers.

The story begins with a welcome from Peggy Luce, VP Chicagoland Chamber and pioneer member of Generations Serving Generations, a National Governors Association project on the civic engagement of older adults. Luce noted the McCormick goal that "A healthy 21st-century democracy relies on informed citizens with the ability to access and analyze information." After providing a brief history of Generations Serving Generations and introducing the GSG leadership team, she introduced John Holton, director, Illinois Department on Aging.

Holton asked each generation to stand, which brought cheers, especially from Gen Y (born 1981-2000) and the Boomers (born 1946-1964). Julian Velazquez, a student at Ruben Salazar Public School representing Gen Z (those born 2000 - 2013), introduced David Hiller, the president and CEO of the McCormick Foundation. Julian used the Internet to research introductory

information about President Hiller. Hiller asked participants where they found their news this morning, "Newspaper, online, phone?" He won the crowd when he said, "News and information have been turned upside down by technology." Then he asked, "How do we all as consumers of news understand and navigate this explosion of news and information? People nodded their heads when he added that it gets harder and harder to sort through everything that is coming at us. Hiller closed his presentation by introducing Jo Anderson, a senior adviser to U.S. Education Secretary Arne Duncan and longtime advocate of Generations Serving Generations.

Jo Anderson's presentation primed the pump for the day of conversation. He cited many ideas that stimulated critical thinking from the fields of science, technology, humanities and history. He challenged the group to think about the key to becoming well informed, which is to search out as many different opinions and points of view as possible.

The purpose of this day, is to promote conversations across groups and across ages to help us all become better informed and better citizens.



A panoramic view of the Opening Session of the Intergenerational Summit on *Why News Matters*

Opening Thoughts about News Literacy

Jo Anderson, Senior Adviser to Secretary Arne Duncan
U.S. Department of Education

I want to open the day by sharing some thoughts, mine and others, about what “news literacy” might mean and how we develop it in ourselves and each other.

I think news literacy is the ability to deal well with information, to be well informed. Margaret Wheatley in her book “Leadership and the New Sciences” talks about the power of information to inform us and to literally form us. Our genetic code, our personal DNA, literally forms who we are as organisms. Similarly the information we have forms the kind of persons we are and become. Wheatley argues that a powerful organization or society allows information to course through the organization or body politic. The more information we have as citizens, the better informed we are and the better the form of our republic. The opposite is a totalitarian society that tightly controls information, limits access, and actually fabricates information.

In the *Federalist Papers*, James Madison discusses the danger of

factions to the body politic. Factions are groups of people who are united and inflamed by a particular and very limited point of view and passion. They try to dominate others. Madison’s solution is a government that checks factions and forces them to contest with each other and become information that informs the process of forming legislation. This is Madison’s view of a good government, one that defuses factions with very limited points of view and transforms them into larger, better informed points of view.

So, to be news literate is to be well informed and a good citizen. This is not easy these days. We are awash with factions and inflamed passions. The news on the media has become very fragmented and partial. Albert Einstein said that not every thing of value can be measured and not everything that is measured has value. Similarly, not everything on the news is true and not everything that is true is on the news.



Jo Anderson, Senior Advisor
U.S. Dept. of Education

The key to becoming well informed is to search out as many different opinions and points of view as possible. Having conversations with people who are different from us, who have different points of view from our own, is a good way to become better informed. That is the the purpose of this day, to promote conversations across groups and across ages to help us all become better informed and better citizens.

Not everything on the news is true and not everything that is true is on the news.



Participants listen to the report from John Hosteny about their responses to the question, "What news event had the greatest impact on your life?"

Next, John Hosteny, Illinois director, Corporation for National and Community Service, reported on the the question, "What news event had the greatest impact on your life?" When participants arrived, they were given a sticky note for writing the answer to that question. Hosteny summarized the responses, which included the election of Dwight Eisenhower, the election of President Barack Obama, the Trayvon Martin murder, the assassinations of JFK and Martin Luther King, Jr., Sandy Hook, the Challenger disaster. He said, "You also said the things that changed our lives, such as the birth of a child." Hosteny introduced Carolyn Deming, a specialist in digital communication and social media who focused on a recent news story, Hurricane Sandy.

"When Hurricane Sandy hit, people didn't have homes, clothes, food—but they had their cell phones and they were starved for

information," said Deming. "My challenge with Hurricane Sandy was rumor control: Any time we found a rumor we posted it on the Internet with a big red X. And then with a green check mark; we wrote this is accurate information and here is where you go for more information. The public became our best partner. They would share what is accurate and point people back to the Rumor Page."

Deming said that they learned that social media was an important way of informing people without using many resources. "Hundreds and hundreds of text messages will equal the band width of one phone call." She challenged Gen Y and Gen X: "Teach your grandmother to text."

Next Clark Bell, the mastermind of *Why News Matters*, shared the vision and impact of news literacy for all generations. He said, "News literacy is at the epicenter of critical



After describing the importance of social media during Hurricane Sandy, Caroline Deming from FEMA introduced Clark Bell, McCormick Foundation. Bell shared the vision for *Why News Matters*.

thinking, information literacy, digital literacy, and life skills such as health and personal financial literacy." He continued, "And at the root are the new Common Core Standards." Bell talked about traditional learning for journalists: "There are blurred boundaries of news, outside the boundaries of the definition that I learned in journalism school. Yet good journalism is still vetted in its facts as it informs, educates, and sometimes entertains. Good journalism is an important connection to civic society and key to the success of democracy."

Good journalism is an important connection to civic society and key to the success of democracy.

Becoming Wise News Consumers

Thom Clark, President
Community Media Workshop

Take a moment to read through the excellent summary by Thom Clark about the simple skills that can put you on the path to being a more informed, news literate and engaged citizen.- Editor

More than 100 participants representing five generations gathered this past August at the federal Metcalf Conference Center to discover *Why News Matters*. Sponsored by Generations Serving Generations and the Robert R. McCormick Foundation, the intergenerational summit examined how we all get the news and information we need amidst a radically shifting media landscape.

During morning breakouts, eight different sessions attempted to display how consumers can improve their media filtering skills to increase their news literacy skills.



Thom Clark attended each session and then reviewed the key learning points about news literacy.

5 W's for News Literacy

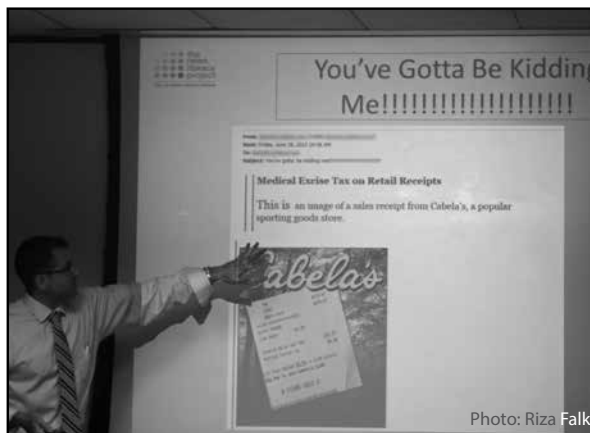
Who created this?

Why, for what purpose was it created (sell, distort, promote, entertain)?

Where am I learning (using the rider, then elephant's perspective to discern learning by emotion vs. learning by reason)?

Which standards are present (fair and balanced, documented info, pursuit of objectivity)? And finally,

What is missing?



Peter Adams shares a slide that separates fact from fiction.

question Adams thinks most of us should ask more often, perhaps particularly when we're on our favorite websites.

Adams laid out a new set of definitions for the 5 W's: *Who* created this? *Why*, for what purpose was it created (sell, distort, promote, entertain)? *Where* am I learning (using the rider, then elephant's perspective to discern learning by emotion vs. learning by reason)? *Which* standards are present (fair and balanced, documented info, pursuit of objectivity)? And finally, *What* is missing?

The News Literacy Project's Peter Adams provided a marvelous slide show rich with examples of Internet myths, fact or fiction, running through Obamacare, lobster bought with food stamps (true to point, but...), and the infamous popcorn popped by a cell phone's electromagnetic waves (false). "Is it real?" is the

question Adams thinks most of us should ask more often, perhaps particularly when we're on our favorite websites.

Pat Bearden of the American Family History Institute focused on the role oral histories can play in developing critical thinking skills, especially among younger information consumers. "It's all about questions," she said, and asking the right ones of our elders. The process can also teach kids respect and discipline.

In looking at coverage of the Affordable Care Act, Mary Mulcahy and WGN/CLTV reporter Randi Belisomo talked about the PR and propaganda surrounding the debate about so-called "death panels." This very emotional and effective labeling of one presumed section of the act framed part of the health care reform debate, glossing over a needed discussion about end-of-life caregiving. It led Mulcahy and Belisomo to form Life Matters Media to try and enrich the discussion (and policy-making).

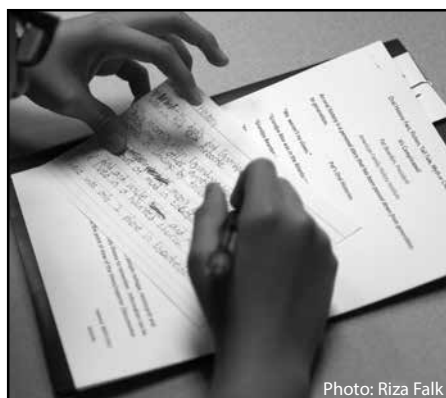


Photo: Riza Falk

A participant in the family history breakout lists family stories that have been passed down from generation to generation so he can substantiate or refute these family-story traditions and, in doing so, learn more about his family history.



Pat Bearden shares her family story and describes how she verified the story as well as history that had been passed down from her father and grandmother. L to R Facing the speaker: Christopher Brown, John Krupa, Frances Carroll, Julian Velazquez and on the other side of the table: Onie Riley, Bearden, Teleza Rodgers and Kameron Rodgers.



Randi Belisomo, left, co-founder of Life Matters Media, compares three articles submitted for publication. One article, "End of Life Planning or Death Panels?" was originally published at lifemattersmedia.org and reprinted in the Zion-Benton News by journalist Daniel Gaitan. It was judged it to be "news," and trustworthy. The article began with fact and bolstered it, quoting the Obama administration, the American Medical Association, the American Society of Clinical Oncology and an award-winning fact checker. It presented both sides of a contentious issue in an unbiased, straightforward manner.

The second article, "How Obamacare Improves End of Life Care," was originally published at lifemattersmedia.org. Its author was Bruce Japsen, a health care journalist for Forbes and the New York Times. This article was identified as a "column," written with journalistic integrity, offering insight while making a convincing argument. It engaged the other side of the issue, while referring to facts. Its headline was clear in its biased argument, while sourcing was solid.

The third article, "How Obamacare Tacitly Approves Assisted-Suicide," was never published, only submitted to be so at lifemattersmedia.org. Its author worked for a healthcare blog and the "Tea Party Tribune." It was identified to be "propaganda," it was one-sided with use of loaded language and selective facts. The voice of the author was clear and highly emotional.



Photo: Mark Hallett

More than 20 participants were in each of the Education Issues and News Literacy breakout sessions. One of the themes was about the importance of numeracy. Numeracy is essential to preventing speculation (fiction) without data. Numeracy includes abilities to understand graphics providing data visualization. One suggested exercise was for individuals and groups to choose a topic or research report, then find stories or commentaries about it from at least three different outlets. Are the sources saying the same things? - Peggy Luce

Choose a topic and then find stories or commentaries about it from three different outlets. Are the sources saying the same things?

Catalyst's Lorraine Forte talked about how traditional media's reporting on education has been supplemented (if not replaced) by many other outlets' coverage of the issues, particularly after Chicago's teachers' strike, then school-closing controversy. Her panel coached participants about how to "read" the many different kinds of statistics (test scores) now framing so much of the national story about public school reform efforts.

In the decade after 9/11, we've all seen a lot more reporting on national security issues right up through the current debate about Syrian use of chemical weapons. But Brandon Bodor of the Serve Illinois Commission and former military reporter Tom Day argued that with fewer Americans serving, the military has become more isolated and coverage of national security issues comes up short. The public's lack of knowledge of the challenges faced by members of the military or the realities of modern warfare is itself a national security problem.



Tom Day, former Afghanistan military reporter, shared ideas about the all-volunteer military force. We see a growing social space between the military community and the general public. Only 3 percent of U.S. families have a family member in the military. With so few people connected to the military, are we more eager to approve of military engagements without taking into account the true human impact and sacrifice? Since the end of the draft in 1973, the U.S. has launched 144 military engagements overseas. In the three decades after World War II, the U.S. (with a far more veteran-populated Congress) only launched 27 overseas engagements.

Through news, we engage with a part of the world we cannot see personally. And with shrinking news budgets and fewer and fewer newspapers able to send correspondents to Afghanistan, it's important not to lose sight of why, especially with national security, news matters.

*Only .5 percent of Americans are serving in the U.S. military.
Only one in five members of Congress served in the military and for the first time since 1944
neither presidential ticket in last year's election featured a veteran.*



Eric Ferkenhoff and Arsenio Oloroso talked about their new Chicago Bureau news service, which is using high school and college journalists to produce enterprise journalism that empowers communities to act. Moving beyond spot news about neighborhoods, they shared some excellent points from how they teach journalism that allow the rest of us to better vet the news and judge its value.



"I found it!" said Kameron Rodgers, the youngest participant in the Summit as he builds a house as part of the Eric Neighborhood presentation. Giving him savvy advice are Monica Yuquilima, one of the three presenters and his mother, Teleza Rodgers, representing Way of Life Church.



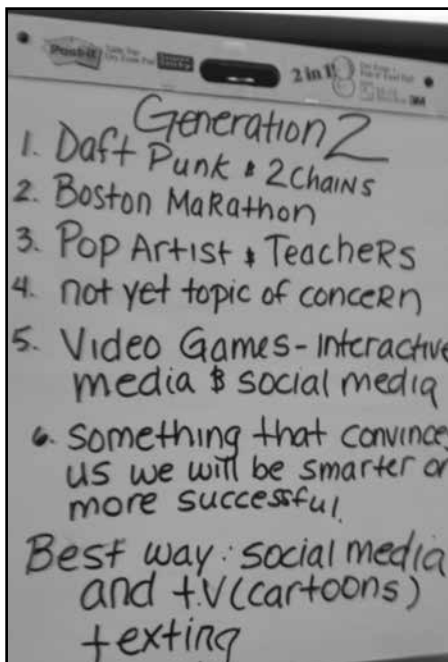
Riza Falk of Erie Neighborhood House, joined by several of her student interns, shared Generation Y perspectives on how one learns to report and write a good story, using the metaphor of building a good house. Her intergenerational small group discussions (and house building) truly led to many new insights about how different ages interpret information.

And finally, the Illinois Press Association's David Porter led participants through a discussion about how much more difficult it is to agree on what's happening when there is so much more variety on where we get our information and news. And, for better or worse, there is no longer any "one" authority we all trust. Where 30 years ago, many would say Walter Cronkite was THE news personality we all trusted, today a survey would just as likely have Rush Limbaugh, Oprah Winfrey or Jon Stewart on that list.

And, for better or worse, there is no longer any "one" authority we all trust.

About Gen Z: Social Media, Video Games, Cartoons

The closing sessions featured each generation making recommendations about how their generation could spread the word about Why News Matters. Since there were only two members of Gen Z present, plans hadn't included a group session for them. When reporter Essence McDowell saw this happening, she quickly retrieved a flip chart from Joyce Gallagher in the Veterans Group and started the Gen Z session. That's what I call intergenerational understanding! Bravo, Essence! - Editor



The flip chart tells about the preferences of Generation Z



Essence McDowell
Continuanance Reporter

The words from young participants summed up the best ways to communicate with members of Generation Z about news literacy. Members of Generation Z, Julian Velazquez, 12 and Kameron Rodgers 5, were the youngest participants at the *Why News Matters* Summit. During the Summit's critical thinking session, they highlighted the role of interactive and digital technologies in creating persuasive messages for their generation.

Rodgers emphasized that television, specifically cartoons, were a good way to get the attention of those in his age range. Velazquez leaned more towards mobile and social media to reach groups of his peers. Despite the fact that he didn't have a cell phone of his own, Velazquez explained that most of his friends have cell phones and are constantly using them for texting and social interaction.

The young participants listed teachers and pop artists as the leaders in their generation who they most admired. They selected Daft Punk and Two Chains as their favorite artists. Velazquez identified the Boston Marathon bombing as the headline that he would never forget.

The group session revealed that in order to attract the interest of Generation Z, you have to have some form of digital technology, whether it be a computer, a cell phone, or at the very least, a television.

JOURNALISTS & NEWS LITERACY



L to R: Maudlyne Iherjirika, journalist and assistant editor, Chicago Sun-Times; Luvvie Ajayi, writer, humorist and digital strategist; Sylvia Ewing, author and Patricia Andrews-Keenan, panel chair: chief strategist, The Tallulah Group

The Power of Us: How Individuals and Organizations Are Shaping the News

Introduction

Peggy Luce, Chicagoland Chamber

Sylvia Ewing, PBS Television host and public relations adviser for the Illinois Network of Charter Schools, made a good analogy between what has happened in the journalism industry and what we can expect to happen in the education industry. As had been mentioned throughout the day, the news industry has been turned upside down. Workers throughout the news industry have learned a lot about the new age of multiple media platforms and how to be visible on each. Ewing advised that education is a legacy industry and that, like journalism, it will be changing in context and delivery on multiple platforms.

Why Media Matters

Sylvia Ewing, Illinois Network of Charter Schools

I was delighted to participate in the Power of Us: How Individuals and Organizations are Shaping the News and *Why News Matters* panel and to bring the perspective of both sides of the microphone as a former journalist and as an external affairs and communications consultant. Here is a quick recap of my comments and ideas.

1. It's great to have social media, citizen journalists, and a myriad of content sources. However, it is also

important to have editors and fact checkers, professional ethics, and standards of conduct.

2. It is equally important to be an informed consumer of media, to give voice to the voiceless and to understand the impact of media on how we see ourselves and make priorities in the world.

3. Real people on the ground during breaking stories play a critical role in providing content. Bloggers and others commentators have a vital role in public discourse.

4. We are at the intersection of a new frontier of intimate journalism, overwhelming volumes of content and radical downsizing and diminishing respect for the craft.

5. It is exciting that one can basically curate their world, but if we only use like-minded news sources we weaken the fabric of society by cutting off important conversations and information exchange between people of different ages and backgrounds and with differing views. Fast-paced media coverage and rapid news cycles are a reality; however, context, the long view, investigative reporting and diversity should be valued and nourished in news rooms and in social media. My bottom line hope is that we pay media workers a fair wage, mentor as well as learn from the next generation of content providers, support policies that strengthen an independent press, and hold media providers accountable for quality, accuracy, and supporting the public square.

Who Does Your Thinking for You?

David Porter
Illinois Press Association



Some sources are more trusted in predicting results than others. You can look at a source and say, well, he's an economist with four degrees who has studied this subject for 40 years; he probably knows what's going to happen. The problem is, these types of people are sometimes wrong. Some of them are wrong a lot.

You have to decide for yourself whether the prediction is reasonable, and you do that by weighing the predictor's credentials against other factors, such as market conditions, political winds, etc. There's no exact science to it, but when a prediction is politically motivated, it's probably going to include an outcome favorable to the side that is making the prediction.

Whose job is it to sort out the opinion, predictions, superlatives and innuendos from the news? It's your job. You alone are responsible for the news you consume. If you wish

to make good, reasonable decisions in life, in the community and in the voting booth, you have an obligation to consume your news through your own analytical filter. That starts with recognizing words that imply an opinion, predict the future or seek to control how you feel. Words like

Should have	The bill would
Could have	Is likely to
Would have	Probably
I think	That will cause
I have a feeling	If
That could	People should
I wouldn't be surprised	

When you recognize words that are intended to manipulate your thoughts, then you can digest the news with healthy skepticism. When you spot a reporter trying to persuade you, you have to wonder what else is he doing to try to deceive the audience? Has he left out pertinent information? Can he be trusted at all?

A good news source seeks to inform, not to persuade. A good news consumer recognizes persuasive techniques, consults additional sources and makes his or her own decision about the veracity of the information.

News Literacy: Separating Fact from Fiction

Mark Baldwin
Rockford Register Star



The skills taught by *Why News Matters* are firmly grounded in common sense and boil down to questions we all ought to ask about the information we receive.

Who created the information? Who researched it? Is the information designed to inform? Persuade? Entertain? Smear? What's my own bias? People typically seek out information that confirms what they already think. What standards are present in terms of sourcing and fairness? What's missing? Am I getting a comprehensive report?

Finally, am I willing to believe the evidence? In other words, we need to be willing to change our minds. Good advice for citizens of a democracy, wouldn't you say?

Next Steps

Face-to-Face Communication is Important for All Generations

Maureen Statland, Director
Chicago Metropolitan Intergenerational Committee

At the beginning of our conversation, several participants suggested that it was important to use many different channels of communication to help spread the word as to *Why News Matters*. It was the youngest participants in our group, the teenagers, who were quick to point out they are most influenced by people talking to them face-to-face. They reported often being overwhelmed by all the technological means of communication (social media, texting, cell phones, etc.) that were first mentioned and felt strongly that a personally delivered message would be the most powerful. So the ideas of face-to-face dialog and word-of-mouth communication became the top two choices for our group to get across an important point.



Mark Baldwin summarizes his group's suggestions about how all generations work together to spread the word on *Why News Matters*. L to R: Mark Baldwin, Megan Wells, Onie Riley, Joyce Gallagher. With backs to camera: Carolyn Vessel, Peggy Luce and Lynn Sygiel



Facilitator Erin Stafford enjoys the responses of her intergenerational group. L to R: Brandon Bodor, Vandana Dalal, Carolyn Vessel, Stafford and the youngest participant, Kameron Roders, still participating after 6 hours.



Photo: Mark Hallett

What's next? asked Director John Holton, Illinois Department on Aging, at the end of the *Intergenerational Summit on Why News Matters*.

He applauded all generations for participating and particularly for making commitments on spreading the word. He said that Generations Serving Generations would be in touch with everyone, he would report the proceedings to the governor, and he invited everyone to come together during the Governors Conference on Aging, set for Dec. 11-13. Last, he read a greeting from Sen. Kimberly Lightford, Assistant Majority Leader and long-time supporter of intergenerational efforts.

"The education that we provide for our children will allow future generations to find the cures to diseases and solve deficiencies in technology. I applaud Generation Serving Generations' efforts and support the mission to ensure children receive the best educational experience possible." Sen. Kimberly Lightford

THANK YOU

A heartfelt thank you from Generations Serving Generations to all who participated in the Aug. 14 Summit. Hats off to speakers, those who introduced breakout sessions, shared their humor and put their arms around the spirit of Generations Serving Generations. Three Cheers!

A special thanks to the facilitators: Joyce Gallagher: Chicago Area Agency on Aging; Maureen Statland, Chicago Metropolitan Intergenerational Com., Myrna Torres, AARP Experience Corps; Erin Stafford, Education Development Center; Cynthia Sandoval, Governor's Office, and Essence McDowell, Continuance Reporter

Peter Adams	Mark Hallett	Ariel Ranieri
Luvvie Ajayi	Elizabeth Hausler	Onie Riley
Jo Anderson	Marcie Hill	Rachel Robinson
Patricia Andrews-Keenan	David Hiller	Kameron Rodgers
Jane Angelis	John Holton	Teleza Rodgers
Mark Baldwin	John Hosteny	Rachel Rush
Daniel Bassill	Sharon Hyson	Shaquille Russell
Pat Bearden	Maudlyne Iherjirika	Yenia Salgado
Randi Belisomo	Dora Ivory	BreNae' Scott
Clark Bell	Ida Jablanovec	Saman Sheikh
Jalal Belsifar	Pastor Marvin Jernigan	Kendrick Short
Brandon Bodor	Dana Kalafut	Laura Spingola
Christopher Brown	Alice Kim	Erin Stafford
Helen Bryant	Louis Kosiba	Kateri Starczewski
Paula Bui	John Krupa	Maureen Statland
Jodie Cantrell	Melinda LaBarre	Debra Strauss
Frances Carroll	Carol Larson	Ruth Sweetser
Francesca Carroll	Raymond Lau	Lynn Sygiel
Gabrielle Caverl-McNeal	Yvette LeGrand	David Talbot
Thom Clark	Peggy Luce	Syda Taylor
Elaine Coorens	LaRisa Lynch	Sarah Themel
Vandana Dalal	Penelope Martinez	Myrna Torres
Thomas Day	Essence McDowell	Donna Treadwell
Julie DeLong	Cherie Meador	Julian Velazquez
Carolyn Demming	Dorothy Miaso	Dr. Carolyn Vessel
Meghan Dhaliwal	Mary Mulcahy	Jay Wade
Kathy Engelken	Andrea Naughton	Michael Walton II
Sylvia Ewing	Arsenio Oloroso	Freeda Warren
Riza Falk	Layton Olson	Megan Wells
Eric Ferkenhoff	Amanda Ottaway	Carl West
Lorraine Forte	Mary Owen	Rev. Terry Weston
Jasmine Freeman	Gloria Purnell	Tamera Williams
Lane Fujitani	Tony Pierce	Winnie Wang
Joyce Gallagher	David Porter	Monica Yuquilima
Lanette Garcia	Diana Collins Quinn	
Vivian Gibson		

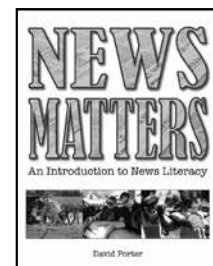
Resources for News Literacy

WEBSITE



For information about the McCormick Project *Why News Matters*, including projects, resources, materials, and speakers on news literacy.
<http://whynewsmatters.com/>

TRAINING MATERIALS



For a printed copy, contact David Porter, Illinois Press Association, dporter@illinoispress.org or <http://issuu.com/illinoispress/>

TRAINING



December 11: 2:30 to 4:30
Special Intensive on *Why News Matters* and Being a Wise Consumer of News and Information
Marriott -540 N Michigan Ave.
Gov. Conference on Aging

THE FRANKLIN PROJECT

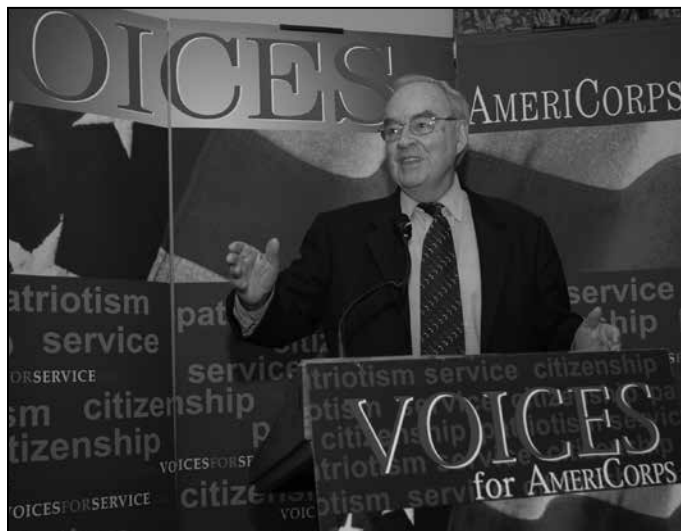
A NEW VIEW OF NATIONAL SERVICE

An Interview with Harris Wofford about National Service Expansion

Brandon Bodor, Executive Director
Serve Illinois Commission

On June 21, 2013, while attending the National Conference on Volunteering in Washington, D.C., I had the distinct honor to discuss the latest developments in national service with one of the country's finest public servants. Harris Wofford, a founding father of some of America's most notable service programs like the Peace Corps and AmeriCorps, shared with Serve Illinois Commissioner Jane Angelis and me his vision for the future of national service in America.

For more than five decades, Harris Wofford has been a key voice in the conversation around international, national, and community service opportunities for America. It was inspiring for me, not only to meet him, but also to see just how excited he was about the recent developments in the efforts to expand service opportunities in this nation. The core of the discussion revolved around two momentous topics: the Aspen Institute initiative known as the Franklin Project and the President's Task Force on Expanding National Service. These were fitting topics to discuss, given that this year marked the 20th anniversary of the bill that created AmeriCorps, the federal civilian national service program whose ability to expand would be the foundational factor upon which the success of the Franklin Project and the President's Task Force depends. No more qualified person exists to reflect on these topics than Wofford, a driving force behind that bill 20 years ago. He shared a wealth of knowledge about his views on engaging Americans civically. As he reflected on why he fought to create programs like the Peace Corps and AmeriCorps, he said that his vision now is what it was 50 years ago. Wofford said, "We need to democratize national service, and there must be an opportunity for every American who wants to serve."



In the early years of AmeriCorps, Harris Wofford was a strong voice for national service. Now once again, he ascends the bully pulpit to support the Franklin Project and national service for all.

The Franklin Project

Immediately following the 2012 Aspen Ideas Festival, at which retired Gen. Stanley McChrystal expressed the need for civilian service opportunities to balance the heavy burden that those who commit to military service bear, the Franklin Project initiative was born. Harris Wofford has been critical in fostering support and momentum for this project, and he and many cross-sector thought leaders in this effort gathered in Aspen on June 24-25, 2013, to finalize a 40-page Franklin Project Plan of Action. This plan seeks to set the course for a 21st-century national service program in the United States.

As someone who has spent more than 30 months of my life away from my family on overseas combat tours and extended training exercises in preparation for these deployments, the concept of the Franklin Project immediately resonated as a means to expand the

range of opportunities to instill that sense of pride and connection to the nation that military service does. Military service is far from the only meaningful way to serve honorably. Certainly, it has received the bulk of attention, given the wars of the last decade. Since transitioning from the active duty Army, I have witnessed some of the incredible contributions of the 3,000 AmeriCorps members in Illinois, and I am convinced that military service is but one part of a path toward a more civically engaged, resilient and proud country. The Franklin Project Plan of Action calls on the nation to “link military and civilian service as two sides of the same coin.”

The President's National Service Task Force

Few ideas and ideals have that ability to transcend government priorities, community issues, and sectors quite like service can. On July 15, 2013, President Barack Obama built on the work that he and the three presidents before him have done in support of expanding civilian national service opportunities in this country. The memo is clear and concise, and it calls on nearly the entire federal government to assess its gaps and determine how the innovative and entrepreneurial power of national service programs administered by the Corporation for National and Community Service (CNCS) can address some of those gaps.

Key excerpts from that memorandum are listed on the right.

<http://www.whitehouse.gov/the-press-office/2013/07/15/presidential-memorandum-expanding-national-service>



MEMORANDUM FOR THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

SUBJECT: Expanding National Service Through Partnerships to Advance Government Priorities

Service has always been integral to the American identity. Our country was built on the belief that all of us, working together, can make this country a better place for all. That spirit remains as strong and integral to our identity today as at our country's founding.

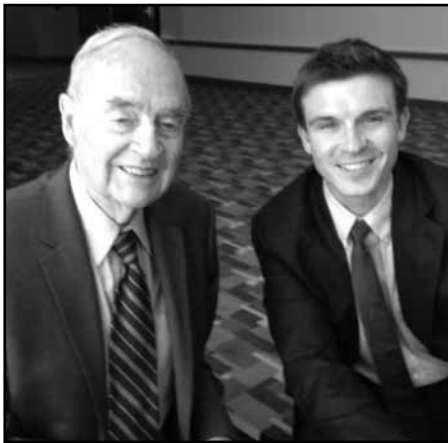
Since its creation 20 years ago, the Corporation for National and Community Service (CNCS) has been the Federal agency charged with leading and expanding national service. The Edward M. Kennedy Serve America Act of 2009 (SAA) expanded CNCS's authority to create opportunities for more Americans to serve. This landmark, bipartisan legislation focuses national service on six areas: emergency and disaster services; economic opportunity; education; environmental stewardship; healthy futures; and veterans and military families. The SAA provides greater opportunities for CNCS to partner with other executive departments and agencies and with the private sector to utilize national service to address these critical areas.

National service and volunteering can be effective solutions to national challenges and can have positive and lasting impacts that reach beyond the immediate service experience. Americans engaged in national service make an intensive commitment to tackle unmet national and local needs by working through non-profit, faith-based, and community organizations. Service can help Americans gain valuable skills, pursue higher education, and jumpstart their careers, which can provide immediate and long-term benefits to those individuals, as well as the communities in which they serve.

Americans are ready and willing to serve. Applications from Americans seeking to engage in national service programs far exceed the number of available positions. By creating new partnerships between agencies and CNCS that expand national service opportunities in areas aligned with agency missions, we can utilize the American spirit of service to improve lives and communities, expand economic and educational opportunities, enhance agencies' capacity to achieve their missions, efficiently use tax dollars, help individuals develop skills that will enable them to prepare for long-term careers, and build a pipeline to employment inside and outside the Federal Government.

Therefore, by the authority vested in me as President by the Constitution and the laws of the United States of America, and in order to expand the positive impact of national service, I hereby direct the following: (For the specific directives and to view the Memo, see address on the left)

Barack Obama



L to R: Harris Wofford and Brandon Bodor during a discussion about the Franklin Project.

How to Capitalize Locally on the Franklin Project

The Franklin Project's blueprint is exciting. The Presidential Memo is exciting. The backing of the Aspen Institute and so many prominent leaders and private organizations shows commitment and promise. However, the only way for these documents to have visible and sustainable impact is for governors, state legislatures, mayors and a broad array of corporate, non-profit, and academic institutions to commit to implementing these ideals at the state and local levels. These plans of action need to transcend into genuine calls to action by local leaders, and I am committed to doing my part as the Serve Illinois executive director to urge our state in that direction.

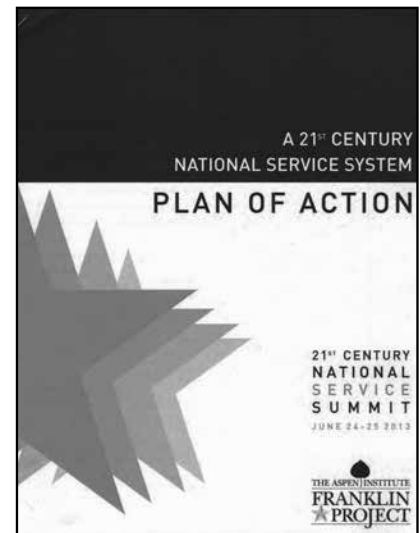
We need states and cities to make a pledge with Washington that they will invest more heavily—both in attention and in state and local resources—to building a more robust infrastructure for national service and traditional volunteerism. It is not the state governments' role alone, but a leadership role by governors and state commissions can precipitate change in the mindset of other state agencies and,

more importantly, the partners in municipalities, the private sector, and the non-profit and social enterprise space. The vision for a more engaged, entrepreneurial and proud country was developed and inked in Aspen by leaders like Stanley McChrystal. As with any great idea, the vision and the plan is the easy part. The heavy lifting occurs when that optimism must transpire into operationalizing and executing.

President's Memo

Every state has a State Service Commission. What if every state worked with its governor and legislature to draft and embrace a joint resolution on service that promoted the themes in the Franklin Project Plan of Action and the President's National Service Memo? This is exactly what the Serve Illinois Commission and its partners plan to do in January of 2014, and I hope that Illinois can cause a ripple effect across the nation.

From the day I arrived at West Point in 2001—71 days before the 9/11 attacks—the institution's motto of "Duty, Honor, Country" became ingrained in me. Over the years, I have pondered extensively that West Point theme, and I believe strongly that it can be a motto that all 18-year-olds in America embrace. The 2013 Civic Enterprises survey that is referenced throughout the Franklin Project report confirms that many more—over 500,000—yearn to engage in civilian national service programs to feel that sense of duty, honor and country. Unfortunately, the infrastructure currently supports fewer than 100,000 opportunities. There is much we cannot agree on here in



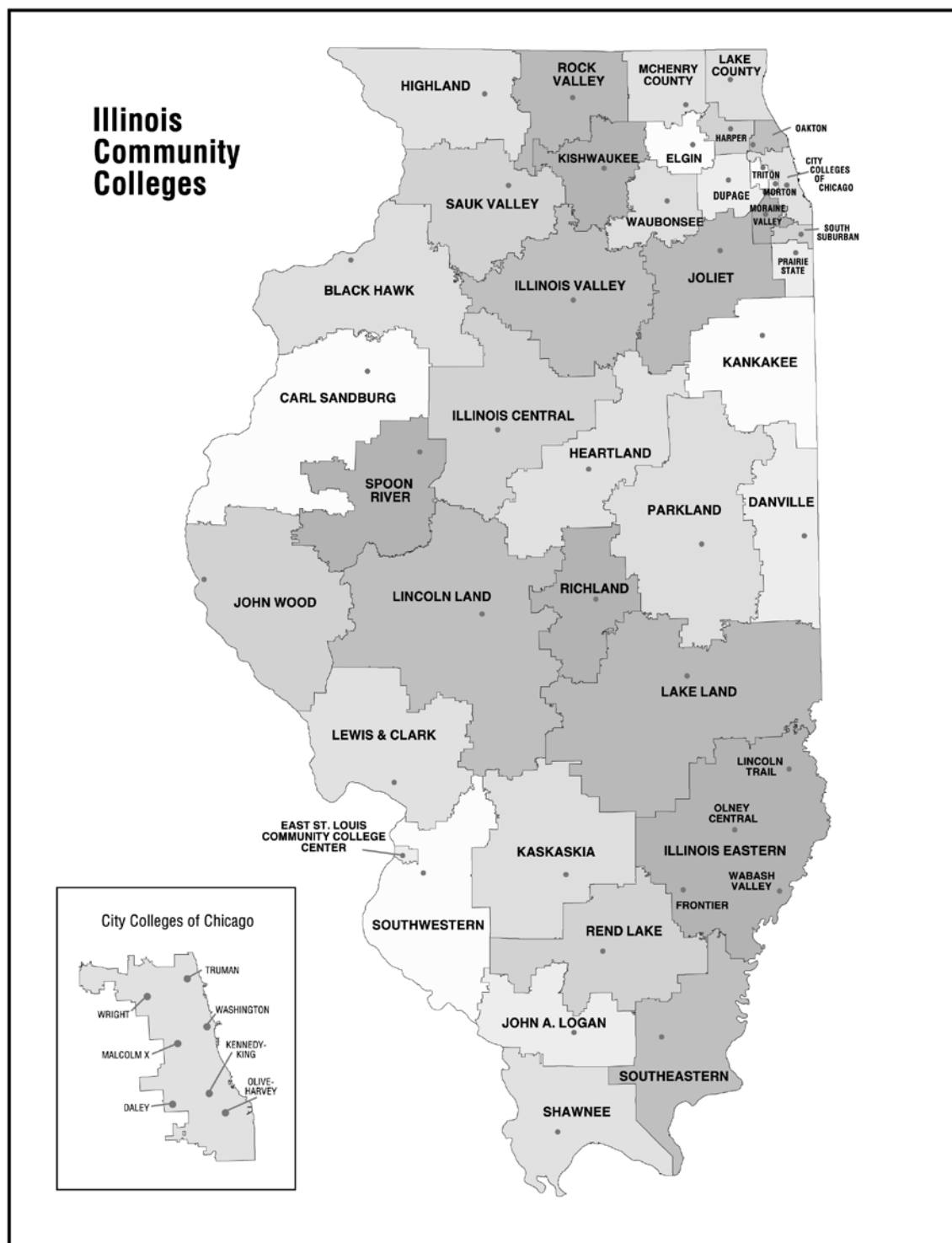
http://www.aspeninstitute.org/sites/default/files/content/docs/franklin/FranklinProject_PlanofAction_final.pdf

Illinois; clearly, the same is true in Washington. However, if more and more 18-year-olds can sense that feeling of something much larger than themselves through national service opportunities, just as I did when I first arrived at West Point, then I am convinced that we are setting the stage for something of which our Founding Fathers would be proud.

Harris Wofford took the kick-off of large civilian service initiatives like the Peace Corps dating back to when he advised President John F. Kennedy. Over the decades, he has moved the ball further and further down the field in guiding the creation of programs like AmeriCorps. The release of the President's Memo and the launch of the Franklin Project have taken Harris Wofford to the five yard line, and the large scale expansion of national service at this moment would truly represent a touchdown for Harris Wofford and the many other leaders who have been by his side along the way.

A TRIBUTE TO COMMUNITY COLLEGES

Regional Hubs of Learning, Service and Work
for All Generations



New Leadership at the Illinois Community College Board

Most men and women go through their lives using no more than a fraction—usually a rather small fraction—of the potentialities within them, wrote John Gardner in On Leadership. The reservoir of unused human talent and energy is vast, and learning to tap that reservoir more effectively is one of the exciting tasks ahead for humankind.



Karen Hunter Anderson, Executive Director
Illinois Community College Board

Karen Hunter Anderson was appointed executive director of the Illinois Community College Board on June 7, 2013. “Without question, the ICCB made an inspired decision in selecting Dr. Karen Hunter Anderson as the executive director,” said Margaret Lee, outgoing president of the Illinois Council of Community College Presidents and president of Oakton Community College. “Karen brings to the position a breadth and depth of knowledge and experience. She is smart and savvy. She knows the issues; she is a problem solver; and she is committed to the mission of community colleges.”

Anderson’s history speaks volumes about her philosophy of education. In her early years, she was often the only girl interested in taking math and science courses. She said that her teachers realized her potential and “encouraged me to read, take challenging courses and they communicated their expectation that I would go to college.” As a youngster, Karen was exposed to languages and cultures, particularly when her family visited relatives in the Southwest. In Michigan, her family hosted a Cuban family. “The experience enriched my understanding of other cultures, languages and ways of doing things,” she said. As a result, Anderson said she learned about critical thinking and problem-solving at an early age. She said, “One of the strengths of community colleges systems is that they build in critical thinking and problem solving skills.”

After finishing high school, she completed a Masters degree and Ph.D. at the University of Kentucky, with a major in Rhetoric and Composition. Her first job was in Michigan teaching

English as a second language. “It was a wake-up call to me because I realized I was trying to teach adult students to read and write in English who didn’t read and write in their own languages,” she said. Anderson thought about what they needed. “We started going through the grocery ads and it was a good solution, because the pictures accompanying the words included measurements, quantities, nouns and it was in big print and colorful.”

When asked, “What are the three things that people should know about you?” she replied, “I thrive on new experiences; I am a lifelong learner, and have had a wealth of experiences in education and leadership.” Terry Bruce, longtime educator, former legislator and CEO of the Illinois Eastern Community College System, says, “Since her arrival in 1999, community colleges have made many changes and Karen Hunter Anderson has been present to both observe and shape community college responses to these changes.”

Anderson said that she didn't grow up Catholic, but ended up working in a Catholic high school and college. "I learned more about teaching from the experiences as principal of the Ursuline Academy and as interim president of Springfield College than any of the years I spent teaching. As a teacher, you are often isolated in the classroom. As an administrator, I was exposed to many different types of teaching," she said.

For example, Anderson says she will never forget one teacher. "Sister Beata had spent more than 30 years in the classroom." One day, Anderson asked her, "How do you do this – face teaching a class and keeping it fresh?" Sister Beata smiled and said, "I don't teach courses, I teach students."

When asked, "What role do you envision for retirees in education for their own learning and for using their talents to help students succeed?" Anderson answered: "The sky is the limit." She continued, "I would like to see retirees take courses, expand their interests and be engaged in their community." One disturbing thing is that retirees go back to work, not because they need the money or want to work, but because it is the only thing they know. Older generations need to have something to retire to and community colleges can help with that transition. Likewise, service is important for all ages. "One thing I hear from students about service learning is that the experience of service learning, whether it is a course, or the leadership of an instructor, it changes their lives. This is a way to effect positive change," Anderson said.

In "Change Masters," Harvard professor Rosabeth Kanter describes that

idea. "Individuals who will succeed and flourish will also be masters of change; adept at reorienting their own and others' activities in untried directions to bring about higher levels of achievement."

"Serious issues face Illinois community colleges" says Board Chair Alexi Giannoulis. "Dr. Anderson has significant experience with some of the most critical issues our system will face during the next several years, such as remediation, accountability, student completion and advancement, campus safety, and program and standards alignment." Anderson's leadership, ability to connect the silos, and stimulate collaboration are well documented. She has worked closely with many sectors, organizations and committees of the community college system. She has also connected with such state and national groups as the Illinois Business Roundtable, the State Chamber of Commerce, Women Employed, Jobs for the Future, and the Center for Law and Social Policy. She has overseen the Lifelong Learning and Service Coalition (a higher education group of older learner programs) for more than 10 years.

Dr. Karen Anderson has a big umbrella that she says embraces all generations. Her goals target tapping the reservoir of unused human talent and energy and ultimately to bring about higher levels of achievement (whether in the classroom, the workplace or the community) throughout Illinois.

Interview took place on July 16, 2013, in Springfield at the Illinois Community College Board offices. - Editor

About the Illinois Community College Board

In 1965, the Illinois General Assembly established the Illinois Community College Board to create a system of public community colleges that would be within easy reach of every resident. Forty years later, the Illinois Community College System covers the entire state with 48 colleges and one multi-community college center in 39 community college districts.

Community colleges serve nearly one million Illinois residents each year in credit and noncredit courses and many more through their public service programs.

Community colleges are similar to each other and yet each college is unique. While this may appear to be a contradiction, it is not. Illinois community colleges share a common mission. They prepare people for college, for transfer to other colleges or universities, and for good paying jobs that demand high skills. Community colleges also provide adult, literacy and continuing education and services.

What makes each college unique is how the college responds to the communities it serves. The Illinois Community College System is coordinated by the Illinois Community College Board comprised of citizens appointed by the governor. Locally elected boards of trustees* set policies that guide their colleges in achieving local and state-wide goals.

Within the system, organized groups represent students, faculty, trustees, staff, administrators and college presidents, and all of these groups are actively involved in the decision-making process for the system. Colleges meet both local and statewide needs for education and workforce development through high-quality, affordable, accessible and cost-effective programs and services.

*The Board of Trustees of the City Colleges of Chicago is appointed by the mayor of Chicago.



Illinois Council of Community College Presidents



The Mission

Margaret Lee, President
Oakton Community College
Outgoing President, Illinois
Council of Community College
Presidents

Community colleges have become increasingly more important in the landscape of higher education. While our mission remains constant, i.e., to equip students for lives of work and learning, the world continues to change at exponentially increasing speeds. Determining what students need to know and be able to do in a world of warp speed change requires leaders with both a knowledge of the past and a vision of and for the future. While MOOCs (massive open online courses) appear to offer a low-cost alternative to content, there is scant evidence of student success.

Knowing that Thomas Jefferson was right—that a democracy is impossible without an educated citizenry—we must address issues of access and affordability in ways we have not previously considered. Community colleges are an important component in advancing not only the Public Agenda for Illinois but also for our country. Forging partnerships and finding pathways to provide learning opportunities for all students must be at the top of the community college leaders' agenda.



The Priorities

Christine Sobek, President
Waubensee Community College
Current President, Illinois
Council of Community College
Presidents

Illinois is experiencing many leadership transitions at state agencies, colleges and universities and among school superintendents. It will be important for the Presidents Council to pursue and maintain collaborations with these organizations and new leaders.

In addition, the Presidents Council will continue to monitor and provide input on several legislative and policy issues affecting community colleges. Some of these issues include continued uncertainty surrounding the State Universities Retirement System (SURS), the College Insurance Program that covers community college retirees, SURS Return to Work rules, general state funding, concealed-carry implementation, funding for the Illinois Veterans Grants, and the Affordable Care Act. Some of the policy issues of primary importance include the statewide workforce development strategic plan, significant changes in the GED curriculum and testing process, Complete College America membership, the completion agenda, common core standards, and the Illinois longitudinal data system.

Previous Presidents of the Council of Community College Presidents

2012-2013 President Margaret Lee, Oakton Community College
2011-2012 President Gayle Saunders, Richland Community College
2010-2011 President Jerry Weber, College of Lake County
2009-2010 President John Erwin, Illinois Central College
2008-2009 President Robert Mees, John A. Logan College
2007-2008 Chief Executive Officer Terry Bruce, Illinois Eastern
Community College System

2006-2007 President Keith Miller, Black Hawk College
2005-2006 Anne Marie Jacobs, Danville Area College
2004-2005 President Jon Astroth, Heartland Community College
2003-2004 President Terry Ludwig, Shawnee Community College
2002-2003 President Mike Murphy, College of DuPage
2001-2002 President Gretchen J. Naff, College of Lake County
2000-2001 President Donald G. Crist, Carl Sandburg College

Illinois Council of Community College Presidents

Officers and Presidents, Chancellors and CEOs from 39 Community College Districts



Secretary/Treasurer
Council of Presidents
Charlotte Warren,
President, Lincoln Land
Community College



Vice President
Council of Presidents
Tom Choice, President
Kishwaukee College
Malta



2013-2014 President
Council of Presidents
Christine Sobek, President
Waubensee Community
College, Sugar Grove



2012-2013 President
Council of Presidents
Margaret Lee, President
Oakton Community
College, Des Plaines



2011-2012 President
Council of Presidents
Gayle Saunders, President
Richland Community
College, Decatur



Thomas B. Baynum
President, Black Hawk
College, Moline



Lori Sundberg, President
Carl Sandburg College
Galesburg



Cheryl Hyman, Chancellor
City Colleges of Chicago



Robert Breuder, President
College of DuPage
Glen Ellyn



Jerry Weber, President
College of Lake County
Grayslake



Jose Aybar, President
Richard Daley College
Chicago



Alice Marie Jacobs
President, Danville Area
Community College



David Sam, President
Elgin Community College



Tim Taylor, President
Frontier Community
College, Fairfield



Donald Laackman
President Harold Wash-
ington College, Chicago



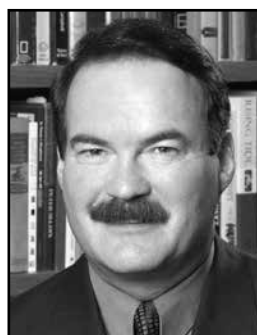
Kenneth Ender
President, Harper College
Palatine



Robert Widmer, President
Heartland Community
College, Normal



Joe Kanosky, President
Highland Community
College, Freeport



John Erwin, President
Illinois Central College
Peoria



Terry L. Bruce, CEO
Illinois Eastern Community
College System, Olney



Jerry Corcoran, President
Illinois Valley Community
College, Oglesby



Michael Dreith, President
John A. Logan College
Carterville



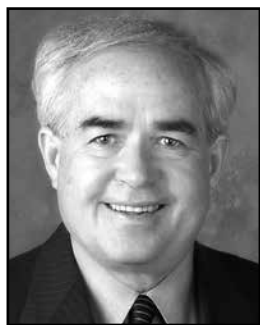
John Letts, President
John Wood Community
College, Quincy



Debra Daniels, President
Joliet Junior College



John Avendano, President
Kankakee Community
College



James Underwood
President, Kaskaskia
College, Centralia



Arshele Stevens, President
Kennedy-King College
Chicago



Jonathan Bullock
President
Lake Land College



Dale Chapman, President
Lewis & Clark Community
College, Godfrey



Kathryn Harris, President
Lincoln Trail College
Robinson



Anthony Munroe, President
Malcolm X College
Chicago



Vicky R. Smith, President
McHenry County College
Crystal Lake



Sylvia Jenkins, President
Moraine Valley Community
College, Palos Hills



Dana Grove, President
Morton College
Cicero



Craig Follins, President
Olive-Harvey College
Chicago



Rodney Ranes
President
Olney Central College



Thomas Ramage
President, Parkland
College, Champaign



Terry Winfree, President
Prairie State College
Chicago Heights



Terry Wilkerson
President
Rend Lake College, Ina



Jack Becherer, President
Rock Valley College
Rockford



George Mihel, President
Sauk Valley Community
College, Dixon



Jonah Rice, President
Southeastern Illinois
College, Harrisburg



Tim Bellamy
President, Shawnee
Community College, Ullin



Don Manning
President
South Suburban College
South Holland



Georgia Costello
President
Southwestern Illinois
College, Belleville



Curtis Oldfield
President
Spoon River College
Canton



Patricia Granados
President
Triton College
River Grove



Reagan Romali, President
Truman College
Chicago



Matt Fowler
President, Wabash Valley
College, Mt. Carmel



David Potash
President
Wilbur Wright College
Chicago

America's exceptional dream consists of opportunity, community, and intergenerational upward mobility. In pursuit of that dream, community colleges have been a national asset, creating opportunity for and nourishing students and communities.

Reclaiming the American Dream

Reclaiming the American Dream

Community Colleges and the Nation's Future

America's exceptional dream consists of opportunity, community, and intergenerational upward mobility. In pursuit of that dream, community colleges have been a national asset, creating opportunity for and nourishing students and communities. And every year, community college leaders see the powerful emotions of parents and students as graduates take their place on the commencement stage. Community colleges have served the nation, and its communities and families, well.

Now community colleges are asked to take part in a great rebirth of America. The nation's future is at risk, in part because of inadequate investment in our human capital. The development of human potential is what community colleges are all about. This is an issue that community college leaders and their partners must take up and make their own. For it is in grappling with the complexity of global issues that Americans can learn again the simplicity of human aspiration. It is in wrestling with uncertainty about the economic future of the nation that educators can re-imagine the role of community colleges in reclaiming the American Dream. And it is in nurturing the struggling dream of America that community colleges contribute mightily to the futures of their students, their communities, and the nation. Excerpts from *Reclaiming the American Dream*

Preparation of Reclaiming the American Dream

Phase 1

A listening tour, conducted by American Association of Community Colleges (AACC) staff gathered information from across the nation on student access, institutional accountability, budget constraints, big ideas for the future, and what AACC could do for its members. During that activity, AACC staff heard from more than 1,300 stakeholders in 10 regions of the country—students, college faculty and staff, administrators, trustees, state policymakers, and college presidents and chancellors. In Illinois, Triton College hosted the listening session on March 23, 2011.

Phase 2

The 21st-Century Commission on the Future of Community Colleges represents Phase 2 of the AACC effort. The Commission was handed an imposing charge. The Commission was asked both to safeguard the fundamental mission of the community college—ensuring that millions of diverse and often underserved students attain a high-quality college education—and to challenge community colleges to imagine a new future for themselves, to ensure the success of our students, our institutions, and our nation. The report, “Reclaiming the American Dream, Community Colleges and the Nation's Future,” was the result. <http://www.aacc.nche.edu/aboutcc/21stcenturyreport/21stCenturyReport.pdf>



President Patricia Granados, Triton College and President Walter Bumphus, CEO American Association of Community Colleges, during the Listening Session on March 23, 2011, at Triton College.

Dr. Walter Bumphus on Reclaiming the American Dream: “This is not a report that has sat idle on the shelf. Every day, on campuses across the nation, community college leaders are taking these recommendations and turning them into actions to improve college readiness and student success, and to prepare students for the workforce of today and tomorrow.”

President Patricia Granados: “The AACC Listening Tour and the 21st Century Commission Report have both contributed to an intentional process of transformation for community colleges. Additionally, the visionary leadership provided through AACC is facilitating the development of specific strategies and tools for implementing the desired change in our institutions. As a former AACC Board member and current co-chair of a 21st Century Initiative Implementation Team, I am confident of our commitment to organizational re-design for greater outcomes in student success.”

City Colleges Launches A Five-Year Plan



Cheryl Hyman, Chancellor
City Colleges of Chicago

The City Colleges of Chicago's 5-Year Vision aims to nearly double the graduation rate and ensure that over two-thirds of students become employed in their area of training by 2018. Unveiled at the annual City Club of Chicago address by Chancellor Cheryl Hyman on June 24, 2013, the plan builds upon the gains made by City Colleges and its students since the 2010 launch of its Reinvention initiative and the start of the internationally renowned College to Careers program in 2011.

The five-year plan was developed over the course of 18 months and included rigorous analysis of City Colleges' past performance as well as best practices for community college outcomes. It establishes five-year targets on a number of critical measures of student success – from enrollment and retention to completion and employment.

For more information
http://www.ccc.edu/Documents/city%20colleges%20of%20chicago_5-year%20plan_2013-2018.pdf

About Reinvention Seven

Reinvention to the seventh power implies the multiplication of impact by embedding the taskforce reform model at each of the seven City Colleges. Reinvention7 puts in place the processes and procedures that allow students to make good choices, to complete their education on time, and to transfer or move directly into the workforce.

Through Reinvention7, City Colleges is creating our own StudentGPS, or Student Guided Path to Success, a comprehensive system of guided pathways and supports that will inform some of our students' most critical life decisions and help put them on the track to success.

Reinvention7 ensures that cultural change permeates every corner of City Colleges – from every district department to every college – from the advisers to the deans to the faculty to the support staff and, of course, to our students. Every person at City Colleges has a hand in bringing about our reinvention. Every member of the staff and faculty at City Colleges is responsible for student success and has a role in creating the structures to see that success realized.

The first area of focus for Reinvention7 is to leverage the local expertise at the colleges to develop and communicate with students about the paths they can take to college and career success. To begin, college-based teams are working on articulating the guided pathways under College to Careers to enable all of our incoming students to make an informed decision on their path, fully aware of its requirements,

opportunities and future implications. The teams will then examine how we deliver our courses, incorporating tools such as whole program enrollment, and block and predictive scheduling where appropriate.

Reinvention7 enables City Colleges to leverage the key learnings from Reinvention to make change at scale, building a new system of clear pathways colleges so that all incoming students at every one of our colleges will have a roadmap to success as they begin their journey. Students will have access to relevant programs with a schedule they can plan for well in advance, and there will be supports in place to ensure they complete their education. Reinvention7 will allow us to meet the ambitious goals you will read about next.

Three years ago, City Colleges of Chicago began a reinvention of its programs and services to better serve students. That reinvention effort took on many challenges. Above all, it set as its chief goal providing an education that creates a meaningful pathway to further education and careers. While reading like a self-evident truth, this goal represented a radical refocusing of the entire institution on a mission centered around student success.



City Colleges Develops News Literacy Project

Molly Turner, Assistant Professor
Harold Washington College



The world is a very noisy place in this digital age. Information flies at us in all manner of shapes and sizes -- entertainment, rants, gossip, rumor, fact, opinion, opinion presented as fact -- all with very little indication or guidance for consumption.

Let's face it: This cacophony can be quite misleading and confusing without understanding and critical thinking. In the 21st century, being news literate is essential to collect, interpret and act on credible information. As a grant recipient in the *Why News Matters* initiative of the Robert R. McCormick Foundation, City Colleges of Chicago (CCC) is developing a new course, News Literacy and Civic Engagement, to be piloted in spring 2014.

We purposely positioned the course to encompass all students across all disciplines -- the news consumers. CCC is well-suited to offer this course because our students come from all over the city, are all ages, and are from all social, ethnic and economic backgrounds. Students need news literacy skills to evaluate credible sources of information not only for research and studies but to become more engaged in their communities and better-informed civic participants. The faculty team spearheading the project is devel-

oping the course curriculum so that students will understand the importance of news literacy and the necessity of accurate research. The CCC faculty team is currently working on the curriculum for next spring, but the opportunities for engaged, hands-on learning are exciting.

For example, an early lesson distinguishing fact-based news and opinion-based news might start with the instructor showing current, real-life examples of both from the Internet, broadcast, cable and newspapers. The second part of the lesson might require students to go out into the community and create their own "news reports" using video (via iPads). The class can then review one another's reports and discuss if the pieces meet credible-news/information standards.

They will learn the difference between fact-based news and opinion-based news through learning what makes a credible news report and what critical questions news consumers (researchers, citizens, employees, employers, parents) need to ask when presented with information.

Once news consumers can look at information with a critical eye, they realize that the evaluation process will never be complete, and they will see the relevance of becoming lifelong learners. Our course aims to increase students' awareness of what is going on in their communities and, once aware, they will be motivated to become more civically engaged -- to vote and vote responsibly.

The Illinois Council of Community College Administrators (ICCCA)

Carol Davis, Vice President
Spoon River College

The ICCCA is dedicated to serving the interests of its members and to advance the common needs of community colleges. Membership in the ICCCA is open to all administrators in the Illinois community college system. ICCA's purpose is to provide a resource network, a forum for information exchange, and a vehicle for professional development; to represent the concerns and needs of community college administrators by participating on state committees, task forces, and advisory groups; to build effective alliances which will act on behalf of the common interests of community colleges; to collaborate with political and educational organizations throughout the state to advance the legislative and fiscal needs of community colleges; and to provide a collegial support network for professional growth and development.

The Annual Conference will be held November 13-15 at the Abraham Lincoln Hotel in Springfield. Featured speakers are Gregory M. Darnieder, Senior Advisor to the Secretary on the College Access Initiative at the U. S. Department of Education, and Dr. Karen Hunter Anderson, Executive Director for the Illinois Community College Board. For more information, visit www.iccca.org

LIFELONG LEARNING & SERVICE COALITION

By 2030, 1 in every 5
Americans will be
65 and older.

**Bob Johnson, Trustee, Kishwaukee College
President, Illinois Community College
Trustees Association**



Your community college is perhaps the only place where students of any age can study topics ranging from gardening to calculus to ballroom dancing to microbiology to amateur photography to almost anything else you can imagine. Your fellow students will cover the age spectrum from 17 to 87 (or older). Some are seeking to enhance their career opportunities, while others just want to learn for personal growth. Their educational attainment will range from still in high school to advanced university degrees. Trustees have the opportunity and responsibility to use their life experiences to help guide their college to responsibly meet the educational needs of district residents.

**John Erwin
President, Illinois Central College**



The community college is well-positioned to address the intergenerational needs of an aging population. By opening up the dialogue about the needs and expectations of our various students and communities, we have assisted in raising the awareness for fulfilling this critical mission. The classroom is a great environment in which to experience and embrace generational differences. Learning is a lifelong process, and perhaps the best education in which we can engage is that of understanding each other.

**Christine Sobek, President
Waubensee Community College**



Older adults possess a wealth of experiences and knowledge from which our students, faculty and staff can benefit. Our Lifelong Learning Institute (LLI), a peer-led senior organization of more than 300 men and women of diverse backgrounds, adds positive contributions to Waubensee programs. The LLI members offer scholarships, volunteer at our bookstore, co-sponsor programs and events, and support the college in many ways.

**Ken Ender, President, Harper College
Board Member, American Association of
Community Colleges (AACC)**



Older adults are a vibrant part of our community and increasingly look to Harper College to meet their learning needs. Our Lifelong Learning Institute, which serves older adults, is growing at a rapid rate, reflecting the growing educational needs of this population in our community. Consequently, community colleges must learn to engage older adults as a resource for advancing both our on-campus initiatives and our community outreach. If colleges don't figure this out, we will be overlooking an incredibly valuable and potentially game-changing resource.

**Lori Sundberg
President, Carl Sandburg College
Board Member, AACC**



Community colleges represent the best there is to offer in terms of lifelong learning. We can provide value to everyone in our communities at various times throughout their lives. In many cases, our older adults are our best champions in the community because they've come to understand and appreciate the real and tangible value our colleges have provided. Perhaps the community college provided them with workforce training earlier in their working life or maybe one, or more, of their children attended a community college, or even now one of their grandchildren! But most importantly, older adults today are connected to us in their retirement by enjoying our older adult classes or volunteering on our campuses! Lifelong learning is truly the tie that binds the generations together and community colleges provide the opportunity.

Lifelong Learning and Service Coalition

The Lifelong Learning and Service Coalition (LLSC) is comprised of community colleges and universities that focus on learning, service and work for those 50+. The group was founded in 1989 by the Illinois Community College Board (David Pierce), the Illinois Board of Higher Education (Richard D. Wagner), the Illinois Department on Aging (Janet Otwell) and the Intergenerational Initiative (Jane Angelis). *Lifelong* was formalized in 1992 through funding from The Retirement Research Foundation, AARP, and a Higher Education Cooperation Act grant.

Sponsors



L to R: John K. Holton, Director, Illinois Department on Aging; Karen Hunter Anderson, Executive Director, Illinois Community College Board; and Harry Berman, Executive Director, Illinois Board of Higher Education

Officers 2013-2015



L to R: **Chair**, Douglas Brauer, V.P. Economic Development and Innovative Workforce Solutions Richland Community College, Decatur; **Past Chair**: Carol Davis, V.P. Community Outreach, Spoon River College, Canton; **Vice-Chairs**: Julie DeLong, coordinator, Continuing Professional Education, Prairie State College, Chicago Heights; Gene Verdu, Trustee, Southwestern Illinois College, Belleville; Anita Revelle, Retiree, Illinois State University and former Chair, Lifelong



L to R: **At Large-North**: Tammy Lewis, Director, Center for Learning in Retirement at Rock Valley College, Rockford; **At Large-Chicago**: John Hader, Harold Washington College; **At Large-Central**: Michelle Riggio, Continuing Education and Professional Development and director, Bradley University; **At Large-South**: Cheryl Brunsmann, Director, Outreach, SIU Edwardsville; and **Convener**, Jane Angelis, Editor, Continuance Magazine

Organizational Members

Benedictine University, Black Hawk College, Bradley University, College of DuPage, College of Lake County, Danville Area College, Eastern Illinois University, Harold Washington College, Harper College, Heartland Community College, Highland Community College, Illinois Central College, Illinois State University, Illinois Valley Community College, Kankakee Community College, Kishwaukee College, Lincoln Land Community College, John A. Logan College, McHenry County College, Northwestern University, Oakton Community College, Parkland College, Prairie State College, Rend Lake College, Richland Community College, Rock Valley College, Roosevelt University, Carl Sandburg College, Southern Illinois University Carbondale, Southern Illinois University Edwardsville, Southwestern Illinois College, Spoon River College, Triton College, University of Illinois at Urbana-Champaign: Osher Institute, Waubensee Community College, Western Illinois University, John Wood Community College, Wilbur Wright College. **Other Members:** AARP, American Family History Institute, Corporation for National and Community Service, Illinois Assoc. of Area Agencies on Aging, Serve Illinois Commission

Annual Meeting: Transforming the Process of Aging

The Economic Potential of Older Generations

In 2015, the Older Americans Act will celebrate 50 years. How will Illinois observe this momentous occasion? On June 11, Dr. John Holton, director of the Illinois Department on Aging and leader of Generations Serving Generations, joined with the Lifelong Learning and Service Coalition (LLSC) to begin a planning process for 2014-2015 that will result in a ideas on how Illinoisans can benefit from the aging population.

Three topics that will be important for the aging of Illinois.

First: Individuals Growing Older—Transformation

How can aging and education organizations support retirement planning that includes a path for engagement, health and purpose in retirement? When someone retires or grows older, often life is changed and some older adults experience a loss of identity. Some will want to retrain for a different job or part-time effort. Others will

be interested in enriching their lives with learning, hobbies or new adventures. Still others may want to give back. Still others become isolated in a life with few connections. Education at all levels can benefit from the transformation that has potential to bring new resources to communities and to foster superheroes. For example, read about the intergenerational Reading and Writing Project from Harper College on page 38 that taps the abundant skills of elders to help student succeed. Other models for consideration are the village movement and community care, which should be considered from an intergenerational and peer-support perspective.

Second: Stronger Connections between Organizations—Collaboration and Partnerships for Sustainability
How can aging organizations, education, community and business collaborate to maximize the services for and resources of retirees? Organizations representing government, education, business and communities can work together to address the

changes of an aging population? Often, organizations are doing similar things with and for the older population but greater collaboration will lead to more cost-effective results.

Third: The Culture of Higher Education Related to Aging

What is the best process to enlighten higher education about the importance and benefits of older learners? Older generations are not always viewed in a positive light by community colleges and universities. Therefore, a culture change is needed regarding the older population so that administration, faculty and staff realize the benefits of older adults and their resources to help education meet their goals and embrace their economic potential.

If we begin planning now, we will prepare for a future that keeps older Illinoisans independent, involved and engaged with their communities and other generations.

Coming November 12: Historic Meeting of Aging, Education and Service Leaders

A Conversation about Aging in Illinois and the Economic Implications across Generations

Led by Karen Hunter Anderson, executive director, Illinois Community College Board, John Holton, director, Illinois Department on Aging (invited); Harry Berman, executive director, Illinois Board of Higher Education, and Brandon Bodor, executive director, Serve Illinois Commission: Sponsored by the Lifelong Learning and Service Coalition and Generations Serving Generation

Where: Springfield, Illinois Community College Board, 401 East Capitol, 2nd Floor Conference Room

When: November 12, 10 a.m. to 12:00 noon. Free and open to all.

Business Meeting LLSC 12 to 2:00 p.m. For information or to RSVP: GenServeGen@gmail.com

Topics: Staying Independent, Preparation for Retirement, Helping Students Succeed, and the Role of Technology

Older Generations Help Students Succeed

An Intergenerational Project of Harper College's Lifelong Learning Institute



Young students listen to Shirley Garrison telling a story about how her big feet resulted in bullying from other kids when she was a young student.

The InZone Summer Camps for Children program (which brings over 1,000 students ages 8-14 to our campus each summer) and the Lifelong Learning Institute (involving older generations 50+) were connected in a reading and writing project.

First, students listened to readings by older generations. Then students went on to create their own life stories drawn from their young lives and family's experiences. Often, the older generations read passages they had written about their youth and many significant life events were also recounted. The young students drew on those cues to reflect on and write about their own lives. This kind of sharing proved to be beneficial to both groups as powerful stories were shared among generations.

Shirley Garrison read to the class a piece called "Body Parts" which discussed her childhood impressions on the size of her feet and their appearance in a fourth-grade "slam book" in which classmates commented on their peers. "I guess that slam books might have been the bullying of the 1930s," she said. This story alone provoked student stories titled: "When I Got Bullied," "Bullying," "My Year Passbook Business" and "My New School."

Submitted by Scott Cashman, Ph.D.; Manager Continuing Education
Personal and Cultural Enrichment, Harper College
scashman@harpercollege.edu

Excerpts from "Body Parts"

Shirley Garrison
Lifelong Learning Institute
Harper College

My first real trauma about the size of my feet occurred in grade school. In the SLAM BOOK each student's name was written at the top of one page. The Book was secretly passed to one another and you could anonymously write your comments about each student on "their page." I didn't think it was meant to be malicious but some of the comments were cruel. The pretty little girls in the class were admired for their beautiful curls; cute outfits; big baby blue eyes; the boys were good ball players; fast runner; a sissy or dubbed names like Stinky.

The anticipation of when the SLAM BOOK would be passed to you without the teacher detecting its' presence was agonizing. In private you would quickly turn to your page to read the comments written about you. The day arrived—the SLAM BOOK appeared in my schoolbag. I ran home and opened the page to Shirley Cole (my maiden name). "She's okay, she's smart, and there it was—"she's a nice kid but she has awful big feet." I was devastated. I don't remember anything else that was written on my page. I was so ashamed and ugly and all the other negatives I could think of about myself.

I guess that SLAM BOOKS might have been the bullying of the 1930s. Cruel, hurtful, and damaging but I don't believe there were actual physical, face-to-face confrontations about those written words."

Plus 50 Program Training for New Careers

Mary Sue Vickers
American Association of Community Colleges



Community colleges throughout Illinois are stepping up to help Baby Boomers update their skills and train for new careers. Led since 2008 by the Plus 50 Initiative at the American Association of Community Colleges, community colleges are tailoring programs to help these “plus 50” students complete degrees or credentials that qualify them for employment in jobs that are hiring.

This recession has been challenging for workers over age 50. When they lose their jobs, older workers tend to stay unemployed for longer periods of time than younger workers. In June 2013, the average length of joblessness for a person over the ages of 55 was 51.4 weeks, while it is just under 35 weeks for jobseekers under age 55.

When Baby Boomers start looking for new jobs, many find that their skill sets do not match available job openings. Updating their knowledge and skills so they can be competitive in a changing job market is particularly important for older workers. Community colleges provide short and long-term job training programs, while being affordable and convenient.

In Illinois, Joliet Junior College, Southwestern Illinois College and Spoon River College are involved in the Plus 50 Completion Strategy, a Lumina Foundation grant-funded AACC program. Elgin Community College, John Wood Community College, Richland Community College and Waubesa Community College are participating in AACC’s Plus 50 Encore Completion Program, funded by the Deerbrook Charitable Trust, which helps Baby Boomers complete degrees or certificates in education, social services, and health care.

AACC offers a variety of tools and resources to help community colleges improve supports for Baby Boomers and their efforts to complete degrees or credentials, including a bi-weekly electronic newsletter, online library of resources to help, and free downloadable publications with lessons learned. More information is available at: <http://plus50.aacc.nche.edu/>.

Congratulations

Three cheers for the following
Presidents and RSVP Directors:

President Georgia Costello and Sharon Hamilton, RSVP Director.

Southwestern Illinois College (Belleville Area College) was the first Senior Center in a community college. Gene Verdu was the pioneer in bringing that concept to Illinois. The RSVP Program was started in 1973.

President John Letts and Julie Bates, RSVP Director.

RSVP was established at John Wood Community College in 1973. Julie Bates succeeded Carla Gosney, a longtime intergenerational expert, who recently retired.

President Patricia Granados and Kay Frey, RSVP Director

Triton’s RSVP Program was established in 1983 and on November 3, 2013 will note 30 years with a Volunteer Luncheon and Celebration.

President Joe Kanosky and Mike Shore, RSVP Director.

Highland’s RSVP program was established in 1973 with Cathy Wilhelms as director. Mike Shore followed Cathy and has led the program for 25 years.

Congratulations on 20 Years to President Jack Becherer, Rock Valley College and Tammy Lewis, director, Center for Learning in Retirement.

The Center started at Rock Valley College in the fall of 1993 with 5 courses and 100 charter members. Now they have 2,100 members and 350 classes per year. Tammy Lewis was named director when Sara Skaggs retired. Sara was also honored during the 20-year celebration.

LEARNING CONTINUES FOR OLDER GENERATIONS

Courses, Events and Service throughout Illinois

Benedictine University: Coffee Cup College: Covers one educational presentation and Q/A. First Monday of each month, 9-10:30 a.m. The event is open to the public and free. Information about fall classes, contact CLL. Ronald M. Finnigan, director. Center for Lifelong Learning, Benedictine University, Naperville. www.ben.edu

Triton College: Tax Counseling for the Elderly Program: Training begins Jan. 4, 2014, and is held for five Saturdays. Program provides free training of volunteers to do "simple" tax returns for individuals.

Volunteer Appreciation & 30-year Anniversary: Nov 3, Kay Frey, Director, RSVP Program, Triton College, River Grove, kfrey@triton.edu

Southern Illinois University Edwardsville: Veterans Tribute, Nov. 4-6, 2013: The tribute recognizes and thanks all brothers and sisters in arms, past and present. Cheryl Brunsmann, assistant director, Community Education Programs, Southern Illinois University Edwardsville, <http://veteransmemorialsue.weebly.com/index.html> or contact cbrunsm@siue.edu

Western Illinois University: 2013 Topics Are Featured: "Lincoln and His America" (8 sessions), "The Meaning of Place" (4 sessions), and "Shakespeare's 'Hamlet'" (6 sessions). We are excited about our various travel offerings, such as day trips to historic Galena, to Davenport's Figge Museum, and to explore Chicago in the Christmas season, as well as a week-long venture to New York focused on seeing and learning about Broadway plays. John Hallwas, president, Macomb Area LIFE Program, JE-Hallwas@wiu.edu

Eastern Illinois University: Academy of Lifelong Learning Highlights: One highlight was the Ice Cream Social at our local bike retailer, Bike & Hike, along with a presentation about bike safety and local trails. Coming is a visit to a local bee keeping farm, Five Feline Farm, which has generated unprecedented registrations. Local businesses are partnering with us to offer an educational experience that relates to their industry. Marita Metzke, MSM, Interim Coordinator, Eastern Illinois University mjmetzke@eiu.edu

Harper College: Coming in November from the Lifelong Learning Institute

Understanding the New Middle East; Chicago Histories (about immigrants, the Fire and the Fair; Entrepreneurs, From the Onion Patch to Thriving City). Our partners include senior centers, residential facilities, park districts and a library in Wheeling, Arlington Heights, Buffalo Grove, Palatine, Hoffman Estates, We are excited to have almost reached all corners of the Harper College district, Kathy Swan, Lifelong Learning Institute, kswan@harpercollege.edu

Waubonsee Community College, Lifelong Learning Institute: Patriots: The Vietnam War Remembered from All Sides - Part I. Fridays, Nov. 1 - Dec. 13. Science Under Siege, Left and Right: Course Objective: To help participants understand how partisanship has infected and inhibited objective scientific reporting for too long.

NATIONAL SERVICE DEDICATION IN SPRINGFIELD

The National Service Pledge

I will get things done for America — to make our people safer, smarter, and healthier.

I will bring Americans together to strengthen our communities.

Faced with apathy, I will take action.

Faced with conflict, I will seek common ground.

Faced with adversity, I will persevere. I will carry this commitment with me this year and beyond.

I am a National Service member, and I will get things done.



Brandon Bodor, executive director, Serve Illinois Commission and National Service members recite their pledge to Illinois and America. They raise their hands pledging a year of their lives to improve education, human services, the environment, public health and safety in communities across Illinois. Nearly 750 Illinoisans representing AmeriCorps and Senior Corps programs attended the recognition day at the Illinois State Capitol. The impressive ceremony was led by Fred Nettles, Chair and Brandon Bodor, Executive director of the Serve Illinois Commission.

Serve Illinois Commission Regional Conferences Expand Service: Four Conferences sponsored by the Serve Illinois Commission and local organizations were held in Belleville, Springfield, Chicago and the Quad Cities. Anne Shumann reported on one: The ICOVA conference (Northeast Illinois Conference) was held August 9, 2013 in Chicago. Over 200 people attended the one day conference. Fred Nettles, chair, Serve Illinois honored winners of the Governors' Awards on Volunteerism. Next year's conference will be held on Thursday, August 8th. If you need additional information please contact Dorothy Miaso at 312-857-1582 or Lvai1@aol.com.

Coming

October 29: Chicago

YOUTH VIOLENCE: How Can Media Help?

Journalists, community voices and students will gather for a media forum Tuesday, October 29, 2013 from 6-8 pm at Columbia College Chicago, 33 East Congress, Room 101.

When you consume the news about street violence unfolding in some city neighborhoods, how do you react? Do you throw up your hands helplessly; or do you wish you could help? Would a different kind of reporting on solutions change things? What progress have we already made in the ways media report on the vortex of violence beyond shotgun headlines?

Forum is co-sponsored by Strengthening Chicago's Youth at Ann & Robert H. Lurie Children's Hospital of Chicago and the Community Media Workshop.

Sponsored by McCormick Foundation's *Why News Matters* initiative.

<http://www.whynewsmatters.org/>

For Information: Community Media Workshop, 312-369-6400 or cmw@newstips.org



November 3: Chicago

Life Matters Media and the Chicago End-of-Life Care Coalition invite you to a timely and engaging panel discussion with thought leaders in end of life care and health policy.

November 30: 6:30 p.m. - 8:00 p.m. at Kellogg

School of Management, Northwestern University, 340 West Superior,

Moderator: Randi Belisomo, WGN-TV and co-founder Why Life Matters

The event is free but registration is required

RSVP to randi@lifemattersmedia.org <http://www.lifemattersmedia.org/>

Coming November 12: Springfield

Where: Springfield, Illinois Community College Board, 401 East Capitol, 2nd Floor Conference Room

A Conversation about Aging in Illinois and the Economic Implications
Staying Independent, Preparing for Retirement, Helping Students Succeed, and the Role of Technology

When: November 12, 10 a.m. to 12:00 noon. Free and open to all.

Business Meeting LLSC 12 to 2:00 p.m. RSVP: GenServeGen@gmail.com

December 11-13: Chicago

The 32nd Annual Governor's Conference on Aging

Marriott Chicago Downtown Magnificent Mile, 540 North Michigan Avenue, Chicago
The conference highlights cutting edge developments, innovations and best practices in the aging network from novices to experts.

Tracks: Children/Youth and Aging; Intergenerational Issues, Caregiving, Adult Protection, Advocacy and Ombudsmen; Healthy Aging/Nutrition/Safety/Marketing; Mental Health: Dementia, Alzheimer's; Public Benefits; Housing; Long Term Care Reform; Inclusivity and Related Issues, Contact: www.state.il.us/aging/2calendar/gov-conf.htm

December 11: 2:30 to 4:30: During the Gov. Conference on Aging:

Special Intensive on Why News Matters and Being a Wise Consumer of News and Information

Continuance Magazine

Summer/Fall 2013 Vol. 28: 1 & 2

**Knowledge and Understanding
Passing from Generation to Generation**

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FISCAL AGENT

Instituto del Latino Progreso

Founded in 1986 with funding from the

Illinois Board of Higher Education

Expanded to a magazine in 1999 with funding from

the Corporation for National and

Community Service

**This issue is generously supported by the
Robert R. McCormick Foundation**

The Last Word: The Network of Networks

Organizations for *Why News Matters*

If your organization isn't listed and you would like to be involved in spreading the word about *Why News Matters*, send a note to genservegen@gmail.com.

AARP – Bob Gallo
African American Family Commission – Onie Riley
Albany Park Community Center – Elizabeth Hausler
American Association of University Women – Ruth Sweetser
American Family History Institute – Pat Bearden
American Library Association – Barbara Jones
Attorney General – Eric Salcedo
Black Star – Phillip Jackson
Catayst Chicago – Lorraine Forte
Changing Worlds – Mark Rodriguez
Chicago Area Agency on Aging – Joyce Gallagher
Chicago Bureau – Eric Ferkenhoff
Chicago Cares – Jenne Myers
Chicago Lamp – Adrienne Johnson
Chicagoland Chamber of Commerce – Peggy Luce
Chicago Literacy Project – Peter Adams
Chicago Metropolitan Intergenerational Com. – Maureen Statland
Chicago Public Library – Andrea Telli
Chicago Public Schools – Jon Schmidt
Chicagotalks.org – Barbara Hyson
Chinese American Service League – Ray Lam
Cities of Service – Brandon Bodor
City Colleges of Chicago – Cherie Meador
Columbia College Chicago – Christopher Brown
Copyline Magaine, 3:16 Magazine – Chinta Strasberg
Common Sense Media – Sue Thorz
Community Media Workshop – Thom Clark
Community TV Network – Jessica Artis
Cook County Juvenile Temporary Detention Center – Florida Turner
Coorens Communications, Inc. – Elaine Coorens
Council for Adult and Experiential Learning – Amy Sherman
Council of University Presidents – Elaine Maimon
Corporation for National and Community Service – John Hosteny
Education Development Center – Tony Streit and Erin Stafford
Erie Neighborhood House – Riza Falk
Executive Service Corps – Bob Dwyer
Experience Corps – Myrna Torres
EXTRA – Nikoleta Morales
Freelancer – Vikaas Shanker
Greater Holy Temple COGIC Joy of Learning Center – Joyce Walker
Health Care Serve Corporation (Parent: Blue-Cross Blue-Shield)
Health Connect One – Leticia Boughton
Heaven's View Christian Fellowship – Tony Pierce
HURRAH – Naperville School District 203 – Russ Marineau
Illinois Association of Area Agencies on Aging – Joy Paeth
Illinois Association of Senior Centers – Jonathan Becker
Illinois Campus Compact – Kathy Engelken
Illinois Community College Board – Karen Hunter Anderson
Illinois Council of Community College Presidents – Christine Sobek
Illinois Community College Trustees Association – Mike Monaghan
Illinois Board of Higher Education – Jonathan Lackland
Illinois Council on Aging – John Hosteny
Illinois Department on Aging – John Holton
Illinois Department of Veterans Affairs – Erica Borggren
Illinois Municipal Retirement Fund – Louis Kosiba
Illinois Press Association – Dennis DeRossett
Illinois Press Foundation – David Porter
Illinois Principals Association – Jason Lahey
Illinois PTA – Debra Strauss
Illinois Reading Council – Helen Bryant
Illinois State Board of Education – Chris Koch and Melinda LaBarre
Instituto del Progreso Latino – Freddie Rocha
Internet Public Trust – Layton Olson
Lifelong: Coalition of Older Learner Programs – Doug Brauer
Life Matters Media – Randi Belisomo
Lincoln Park Village – Diane Campbell
Literacy Volunteers of America – Dorothy Miaso
Literacy Works – Megan Wells
Local Initiatives Support Corporation – Dionne Baux
Logic Solutions – Cammy Lo
Loyola University Chicago – Don Heider
Metropolitan Planning Council – Ariel Ranieri
Midwest Asian American Center – Vandana Dalal
News Literacy Project – Peter Adams
NGR Solutions – Rick Garcia
Northwestern Medill School – Suzanne Cosgrove
Our Saviours Lutheran Church – Andrea Naughton
P-20 Council – Deb Strauss
Partnerships in Education and Service – Karen Roth
PCC Network – Chinta Strausberg
Prairie State College – Julie DeLong
Project Exploration – Syda Taylor
Republic Foundation – Steven Fouts
Richland Community College – Doug Brauer
Rockford Register Star – Mark Baldwin
Shiloh Baptist Church – Kevin Fortenberry
Saloon Poetry and Poetry at Noon – Ida Jablanovec
Serve Illinois Commission – Brandon Bodor
Sinai Community Institute – Debra Wesley
South Suburban College – Allen Babiarz
Springfield Public Schools – Donna Treadwell
State Universities Annuitants Assoc. – Linda Brookhart
Terra Nova Films – Jim VandenBosh
The Kring Group/The Chicago Bureau – Karen Kring
The Pulitzer Center on Crisis Reporting – Meghan Dhaliwal and Amanda Ottaway
The Retirement Research Foundation – Irene Frye
Trade Resources Ltd. – Laura Spingola
Tutor/Mentor Institute – Dan Bassill
UCAN – Onie Riley
Vietnamese Association of Illinois – Sarah Themel
Voices for Illinois Children – Madelyn James
Whynewsmatters.org – Janet Liao
Windy City SDR – Martin O'Shield
Write Design Company – Marcie Hill
Youth Communication Chicago – Lane Fujitani
YWCA Metropolitan Chicago – Gabrielle Caveri-McNeal
WVON Radio – Chinta Strausberg

GENERATIONS SERVING GENERATIONS

Generations Serving Generations was established in 2008 through a project of the National Governors Association Center for Best Practices, which was sponsored by the Illinois Department on Aging. Over the last four years, Generations Serving Generations has championed the civic engagement of older adults in service, learning and work. Generations Serving Generations is one of several grantees participating in the *Why News Matters* initiative of the McCormick Foundation. The goal is to spread the word about the importance of being a wise consumer of news and information.



Executive Committee: L to R: Co-Chairs: John Holton, director, Illinois Department on Aging and Peggy Luce, vice president, Chicagoland Chamber of Commerce; Brandon Bodor, executive director, Serve Illinois Commission, Office of the Governor; Jane Angelis, editor, Continuance Magazine; John Hosteny, Illinois director, Corporation for National and Community Service; Pat Bearden, executive director, American Family History Institute; and Joyce Gallagher, director, Chicago Area Agency on Aging

Second Row: Doug Brauer, vice president, Richland Community College and chair, Lifelong Learning and Service Coalition; Christopher Brown, Reporter, True Star and student, Columbia College; Melinda LaBarre, board member, Illinois State Board of Education; Jonathan Lackland, deputy, Illinois Board of Higher Education; Georgia Costello, president, Southwestern Illinois College and representative of the Council of Community College Presidents; Louis Kosiba, executive director, Illinois Municipal Retirement Fund; and Essence McDowell, Continuance reporter

Third Row: Joy Paeth, executive director, Area Agency on Aging of Southwest Illinois and representative Association of Area Agencies on Aging; Tony Pierce, Pastor, Heaven's View Christian Fellowship, Peoria; Onie Riley, African-American Family Commission; Deb Strauss, P-20 Council and National Board PTA; Julian Velazquez, student, Ruben Salazar Public School; Michael Walton II, reporter True Star and Bernarda Wong, president, Chinese American Service League